DOCUMENT RESUME

ED 233 513 EC 160 029

AUTHOR	Drezek, Stan; Spencer, Judy
TITLE	Public Law 94-142: Child Find/Serve, Project ACES, Related Services. Final Evaluation Report, 1981-1982. Document Number 82-272-877.
INSTITUTION	Education Service Center Region 20, San Antonio, Tex.
SPONS AGENCY	Department of Education, Washington, DC.; Texas Education Agency, Austin.
PUB DATE	30 Sep 82
NOTE	194p.; Best copy available, some charts may not reproduce.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Agency Cooperation; *Disabilities; Educational Cooperation; Elementary Secondary Education; *Handicap Identification; *Information Dissemination; Information Systems; *Inservice Education; Intervention; Occupational Therapists; Physical Therapists; *Program Evaluation; Publicity; Referral; School Community Relationship; Special Education Teachers; State Programs; Training Objectives
IDENTIFIERS	*Education for All Handicapped Children Act; Program Objectives; *Project Child Find Serve TX

ABSTRACT

A 1981-1982 final evaluation report of the Child Find/Serve Project and related services required by P.L. 94-142 in San Antonio, Texas, is presented. The contents of the report are as follows: the evaluator's interpretive summary, summaries of the accomplishment of objectives, additional findings, and substantiating documentation. The brief interpretive summary presents the evaluator's judgment of the important issues for the program. For each of the following program components, strengths, weaknesses, and opportunities are addressed: student referral, resource identification, public awareness, special education management system, and interagency coordination for the Child Find/Serve project. In the 20-page section on the accomplishment of objectives, the following information is provided for each objective: evaluation findings, responses of program staff, and evaluator comments. Additional program components include: Project ACES, information on daycare and tutoring services, and workshops/inservice education and technical assistance to teachers and occupational and physical therapists. The approximately 120 pages of substantiating documentation/attachments pertain to the program components, and include the following: attendance and credit hours for each workshop title, workshop learner objectives, workshop evaluations, a report on related services in Texas Education Service Centers--Region 20, and brief case studies of 19 severely handicapped students needing communication devices. (SEW)

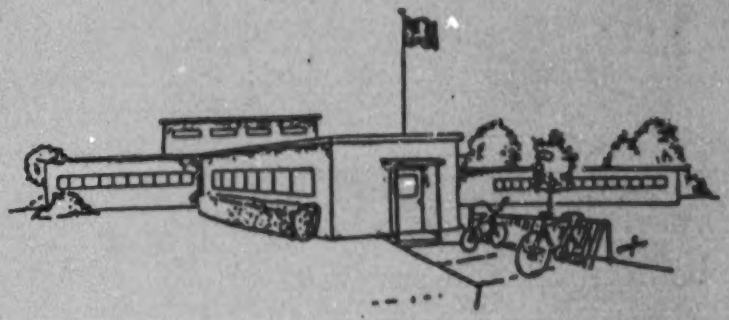
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED233513

FINAL EVALUATION REPORT
1981-82

PUBLIC LAW 94-142:

CHILD FIND/SERVE
PROJECT ACES
RELATED SERVICES
OTHER



Evaluation Staff Preparing Report:

Stan Drezek
Senior Evaluation Manager

Judy Spencer
Secretary

EC 160029

For information on this and other evaluation services available contact Alan L. Roecks,

EVALUATION SERVICES
EDUCATION SERVICE CENTER -- REGION 20
1314 Hines Avenue
San Antonio, Texas 78208
512/271-7611

Additional Evaluation Staff contributing
to production of this report:.

Ruby Gilmore
Secretary

DOCUMENT NUMBER: 82-272-877

FUND: 272-25-6499.00-877

DATE: September 30, 1982

The activity which is the subject of this report was supported in whole or in part by the United States Education Department and the Texas Education Agency. However, the opinions expressed herein do not necessarily reflect the position or policy of the department or agency and no official endorsement by either should be inferred.

PROGRAM STAFF

ADMINISTRATION:

Arturo Luis Gutierrez, Ph.D.	Director, Instructional Services
Patricia Myers, Ed.D.	Coordinator of Special Education

CHILD FIND/SERVE:

Rodd Purswell	Project Manager, Child Find/Serve
Ruth Albert	Secretary
Alan Axtell	Consultant, Resource Specialist
Paula Gardiner	Consultant, Referral Specialist
Robert Herrera	Consultant, Data Management
Rita Villalpando	Consultant, Family Specialist
Pat Wasson	Consultant, Referral Specialist

RELATED SERVICES:

Britt Zuflacht	Project Manager, Related Services (about .5FTE)
Rose Ann Brown	Occupational Therapist (about .5FTE)
Shirley Santini	Physical Therapist (about .9FTE)
Ann Yerrington	Occupational Therapist (about .4FTE)

OTHER:

Constance Cook	Media Clerk (.5FTE)
Jane Francis	Consultant, Secondary
Sharon Franklin	Secretary (.5FTE)
Merrie McConnell-Purpura	Consultant, Basic Skills
Joy Nowlin	Consultant, Appraisal Services
Tom Sanford	Consultant, Secondary (.8FTE)
Linda Sweet	Programmer/Analyst for SEMS (about .4FTE)

BOARD OF DIRECTORS

Carlos W. Coon, Chairman
Lewis C. Lee, Vice-Chairman
Frederick E. Maples, Jr., Secretary
Joe Martinez, Jr., Member
T. A. Morriss, Jr., Member
Reuben Riskind, Member
Tom T. Winn, Member

EXECUTIVE COMMITTEE

Judith A. Lozano, Chairman
Calvin E. Gross, Vice-Chairman
Jerry Huie, Member
Eldon Edge, Member
Newell E. Woolls, Member
Rodolfo Espinosa, Jr., Member
James D. Lehmann, Member
Galen Eloff, Member-At-Large
Victor Rodriguez, Member-At-Large

Dwain M. Estes
EXECUTIVE DIRECTOR

TABLE OF CONTENTS

-EVALUATOR'S INTERPRETIVE SUMMARY i
-SUMMARY OF THE ACCOMPLISHMENT OF OBJECTIVES. . . 1
-ADDITIONAL FINDINGS. 19
-SUBSTANTIATING DOCUMENTATION/ATTACHMENTS 22
Related Services (Workshops) 23
Related Services (Consultation). 46
Project ACES 63
Public Awareness 84
Student Referral System & Tracking System. . 86
Resource Identification. 98
SEMS 138
Interagency Agreements 148
Family Liaison 154

EVALUATOR'S INTERPRETIVE SUMMARY

This summary contains the evaluator's interpretation of the findings. It is a condensation of the approximately 20-page Summary of the Accomplishment of Program Objectives section which follows. It presents the evaluator's judgment of the important issues for the program based on evaluation findings, the response of the program staff to the findings, and the professional experience of the evaluator working with the program over the last five years.

The summary is organized by the strengths, weaknesses, and opportunities characterizing each program component.

CHILD FIND/SERVE
STUDENT REFERRAL

Strength — The desire on the part of the Coordinator of Special Education and Project Manager to fix, once-and-for-all, the major weakness stated below has been communicated to the evaluator and is communicated to program staff.

Weakness — For the last few years Child Find/Serve could not be judged as meeting the TEA minimum standards for the program, since 90-day follow-up documentation was missing in so many cases--along with the general problem of missing data.

CHILD FIND/SERVE
RESOURCE IDENTIFICATION

Strengths — The minidirectory approach continues to be a strength. The summer camping, daycare, services for high school aged handicapped, and tutoring services directories were all updated and publicity accompanied their release.

An estimated seventeen handicapped children were placed in Bexar County daycare centers because of the daycare minidirectory.

Weakness — There is inadequate documentation supporting who was sent, which directories, when.

Opportunities

. Identifying new resource agencies continues to be an opportunity. The last six months of 1980-81 saw eleven new agencies identified versus three identified in the first six months of 1981-82. Nine were identified in the last six months of 1981-82.

. Greater payoff can be achieved from the minidirectories and the regional resource directory by concentrating on streamlining the documents and developing lists of key persons for dissemination.

. Consideration is being given to TEA priorities for updating resource agencies. There is room to increase the proportion of infant, residential, and non-public school programs which are updated each year.

CHILD FIND/SERVE
PUBLIC AWARENESS

Strength — The production and distribution of 5000 copies of a well-written and illustrated bilingual brochure describing Child Find/Serve, its services, purposes, and toll-free number was a 1981-82 highlight.

Weakness — For seven successive quarters, the number of referrals of unserved or inappropriately served students has been running 20 or even less.

Opportunity — All five staff of the Child Find/Serve program recommended doing more public awareness. Perhaps modeling the initiative Project ABC has taken for the 0-3 population and continuing efforts with the San Antonio Coalition for Children, Youth, and Families would both be worthwhile.

CHILD FIND/SERVE
SEMS

Strengths — About 75% of ESC-20 special education students are on SEMS -- the computerized Special Education Management System.

Eight of the nine programs receiving assistance rated the consultant very helpful -- the top rating. This rating was substantiated in written supportive comments.

Weakness — The communication between TEA, ESC-20's STMRPC, ESC-20's Special Education consultant, and the LEAs may need improvement.

Opportunities — Make constructive changes to the input document and design a maximally cost-effective system.

Six special education programs not on SEMS wanted further information and contact to determine if they might use SEMS.

SEMS takes a tremendous amount of clerical time and there is a high turnover in clerical staff. The role of the SEMS clerk needs both support and upgrading.

CHILD FIND/SERVE
INTERAGENCY COORDINATION

Opportunity — An opportunity exists to exercise the necessary leadership to coordinate the various independent interagency efforts going on in the component into closer alignment so they can be mutually supporting.

RELATED SERVICES

Strengths

Over 1000 persons (1169) participated in workshops sponsored by ESC-20's Related Services staff. Fifty percent of the participants were teachers and 25% aides. OTRs and LPTs accounted for 10% of the participants.

Each of the three therapists (consultants) delivered an average of 14.6 hours per week of consultative or direct service.

Weaknesses

No significant work was done on the critical task facing Related Services -- a written and operational plan for the survival of Related Services, if survival is still a goal. An outline of questions which could form the basis of a plan has been provided by Evaluation Services from its discussions with the Project Manager.

Related Services funding depends heavily on contracts with school districts that cost ESC-20 money -- i.e., Related Services contracts are not "paying their way".

Opportunity

Related Services staff have an opportunity to reach out in 1982-83 to administrators, Physical Education teachers, Adapted Physical Education teachers, and non-ESC-20 educators in adjacent regions.

PROJECT ACES

Strengths

Seventy-seven percent of those students served were judged to be receiving more appropriate programming because of ACES. Thirty percent of these evidenced dramatic improvements, and educators served were overwhelmingly positive about the services of the consultants.

One hundred and twenty-four students have been referred for possible augmentative communication services from Project ACES.

Weaknesses

Continual inadequacies in documentation precluded establishing a regional plan for serving the students referred in the most efficient way. However, developing such a plan is written into the 1982-83 activities.

Follow-up to referred and/or or served students could be improved.

Opportunity

Project ACES has the potential for statewide and national impact if sufficient resources and planning can be marshalled.

SUMMARY OF THE ACCOMPLISHMENT OF OBJECTIVES

Minimum Component: Program Development

Priority 2 Objective 1 -- RELATED SERVICES WORKSHOPS

This objective calls for teachers and therapists to have increased knowledge in the area of related services through workshops and technical assistance, as evidenced by workshop registers and coversheets documenting the number and type of participants, the length of the workshops, and the learner objectives. Between July 1, 1981 and June 30, 1982, fifty-one workshops were documented; 1169 persons participated and 4438 participant hours of training were provided. The average workshop length was about four hours; workshops ranged in length from 1.0 to 24.0 hours. The stated objectives did not approximate the specificity of audience, behavior, condition, and degree format required to be considered learner objectives. The evaluation plan did not include evaluating the increase of knowledge.

EVALUATION FINDINGS:

Based on workshops given July 1, 1981 through December 31, 1981:

- OTRs and LPTs account for only about ten percent of workshop participants.
- Teachers account for about 50% and aides for about 25%. About one-quarter of the teachers were PE or APE teachers.
- Very few administrators are being served.
- While few students were served during this time period, this area will be picking up considerably based on Spring 1982 workshops.

RESPONSE OF PROGRAM STAFF:

The Project Manager for Related Services was satisfied with the percentages of OTR/LPT, teacher, and aides being served by the workshops. She was especially pleased that there were 50 instances of OTRs or LPTs attending, as so many therapists are on private contracts with schools and cannot afford to take off. She feels next year Related Services needs to reach out better to two groups: administrators (who might be reached through PSD) and PE teachers and APE teachers, especially PE teachers where no APE program is present.

EVALUATION FINDINGS:

The 19 special education programs in Region 20 can be grouped by the degree to which their staff attends Related Services workshops.

USE THIS SERVICE MORE THAN OTHERS	AVERAGE USE OF THIS SERVICE	USE THIS SERVICE LESS THAN OTHERS
Cluster VII (Kerrville)	Edgewood ISD	Cluster IV (Harlandale)
Southwest ISD	Cluster XVI (Pleasanton)	Cluster XI (Hondo)
Military Cluster	Judson ISD	Uvalde CISD
Cluster V (Carrizo Springs)	East Central ISD	Cluster XII (Pearsall)
Eagle Pass ISD	San Antonio ISD	North East ISD
	Alamo Heights ISD	South San Antonio ISD
	Northside ISD	Cluster XVII (Floresville)

RESPONSE OF PROGRAM STAFF: The data is believable and it could be used to help us encourage more attendance in certain districts; however, we need to rethink the entire area of workshops. Especially important may be outreach to non-ESC-20 districts in adjoining regions and arranging workshop presentations in conjunction with assignments of therapists to district contracts.

COMMENTS OF THE EVALUATOR: In the 1980-81 Final Evaluation Report the Coordinator of Special Education stated, "perhaps greater percentages of a therapist's time need to be spent on specific projects rather than general consultative assistance." The Related Services group certainly moved forward on this in 1981-82 as the data on workshop presentation shows.

However, as the next objective and the report on Related Services in Texas ESCs will show, the critical task facing the Project Manager of Related Services is survival. Will there be a Related Services capacity in ESC-20 in 1983-84 and, if so, what form will it take? Assuming the opportunity still exists for some such capacity, these may be the salient questions the Project Manager needs to address:

1. What is the Coordinator's plan for any future role of Related Services?
2. What could be the emphasis among possible roles?
   (a) contracting with the public schools
   (b) assisting public school and agency-based therapists
   (c) providing consultative assistance to educators
   (d) providing regional and out-of-region workshops in Related Services keyed to specific projects, e.g., stress management, McCarron-Dial, feeding, CPR, ...
   (e) working with APEs
3. Where would the money come from?
   (a) local contracts
   (b) P.L. 94-142
   (c) ECE-H
   (d) State monies
   (e) Other sources that must be identified
4. How could staffing be arranged?
   (a) Part-time
   (b) Nine months
5. What should be the elements of a regional service plan? e.g.,
   (a) identifying existing LEA, agency, and private therapists and the LEAs they serve
   (b) identifying what each regional special education program desires from the ESC -- whether it be direct service or support

(c) identifying if and how ESCs should become the regional leader for Related Services without alienating LEAs or therapists
(d) promoting through public relations regionalism and regional services, i.e., name recognition; brochures; badges; and tangibles students, educators, and therapists can take back after each service contact.

Minimum Component: Program Development

Priority 2 Objective 2 -- RELATED SERVICES CONSULTATIVE ASSISTANCE

This objective calls for 60 students receiving Occupational or Physical Therapy services to participate in a more appropriate instructional program as defined in the OT/PT interview and logged on the Weekly Activity Report. Based on three year's interview data, records of average therapist time spent per student, and total therapist time devoted to students assignable to thisfunding source, Evaluation Services' data indicate for a four month period, October 1981 through January 1982, about 100 students would be participating in a more appropriate instructional program.

EVALUTION FINDINGS: Based on seventy-five interviews with teachers receiving OT or PT consultative assistance[a] it appears that in about half the cases definite improvement in perceived skills has occurred. An additional 25% of the students are perceived easier to work with.

Percentage	Degree of Impact
21%	MINIMAL EFFECTS
(21%)	*"There has been no noticeable improvement."*
24%	EASIER TO WORK WITH
(24%)	*"OT/PT/COTA services has made the child easier to handle and work with."*
54%	DEFINITE IMPROVEMENTS
(29%)	*"There has been definite improvement in the child's physical abilities, but no other educational improvements."*
(13%)	*"There has been definite improvement in the child's physical abilities with accompanying educational gains in other areas."*
(12%)	*"The child's physical improvement with accompanying education gains in other areas has been substantial."*

[a]Based on 75 interviews conducted over three years, 1978-1981.

Factors identified with successful consultation were:

- *assigning definite priorities to students*
- *suggesting appropriate amounts of follow-up activities to teachers*
- *working with responsive teachers*
- *increasing hours of service or follow-up per case.*

COMMENTS OF THE EVALUATOR:

In 1980-81 the Coordinator of Special Education indicated that the contracts with schools districts are costing ESC-20 money because it has to pick up on rent, travel, secretarial time, and supplies. In 1981-82 these contracts will be funding most of the OT/PT consultative assistance. Also, the P.L. 94-142 monies were cut about 20% for 1981-82. Given these two facts, the future of consultative assistance in Related Services areas seems bleak. This is the last year ESC-20 has the opportunity to turn this situation around. An agenda for turning it around is presented in the Comments of the Evaluator to the Additional Findings on the Status of Related Services in Texas ESCs below as well as in the previous Comment of the Evaluator.

Minimum Component: Program Development
Priority 2 Objective 3 -- ACES

This objective calls for 30 students to receive a more appropriate education through participation in Project ACES. One hundred and twenty-four students were carried on the Project ACES log through July 1982. Approximately 60 of these students received services in this program year. Based on interviews with educators concerning a representative sample of 17 interviews, Evaluation Services estimates approximately 46 students to be receiving more appropriate programming.

EVALUATION FINDINGS: *General Documentation*

The number of ACES cases on the log and on the computer and the information concerning these cases has been less than desirable and basically characterized by a high proportion of missing data.

RESPONSE OF PROGRAM STAFF:

Throughout the year Evaluation Services and Project ACES worked closely together, there has been a steady increase in the number of cases logged and the quality of the information available--there still is a way to go because our various duties but we appreciate the help received and our committed to the Project ACES cases form.

EVALUATION FINDINGS: *Details of Documentation*

Specific needs for improvements in the documentation are

(a) logging in all cases when referred to Project ACES including the referral date (50% missing data)

(b) immediately forwarding the appropriate paperwork to the consultant for Data Management

(c) better filing or noting whereabouts of reports (22% missing)

(d) starting to record dates of follow-up

RESPONSE OF PROGRAM STAFF:

We recognize the need for improvements in documentation and have, with your help, instituted the use of the Project ACES cases form to capture necessary information

EVALUATION FINDINGS:

The interviews on 19 students referred to Project ACES resulted in 17 cases with useable data--the case notes are provided in the body of the report:

- 77% (13 of 17) of Project ACES students were judged to be receiving more appropriate programming because of Project ACES

30% (5 of 17) of the students were judged as receiving more appropriate programming having a dramatic effect on their development

47% (8 of 17) were judged as receiving more approprate programming but not a dramatic effect.

- 12% (2 of 17) were receiving somewhat more appropriate programming
- 12% (2 of 17) were not receiving more approprate programming

These data are very similar in pattern to input data of our best programs (e.g. 1980-81 Secondary Mathematics and 1980-81 Vocational Assessment), i.e., about 25% of the cases showing dramatic effects and about another 50% also evidencing positive effect. Furthermore, the help from Project ACES was generally not available elsewhere in the community. Project ACES evidently has a unique service.

Besides the positive effect on students Project ACES had overwhelmingly pleased the therapists and teachers served. Some extremely complimentary commendations are documented in the case interviews which are a "must reading" for anyone wanting to understand the project.

Project ACES staff appeared adept at changing directions and suggestions to meet new needs and redirect unsuccessful interventions.

In about one-third of the cases (7 of 18) project ACES consultants even worked with parents. Besides working with parents there was evidence of working with school staff and some spin-off effects on the campus or district.

The only problem identified was one of follow-up. While the teachers knew follow-up was available, in three cases a major problem and in one case a minor surfaced because of insufficient follow-up.

Minimum Component: Child Find/Serve
Priority 1 Objective 1 -- PUBLIC AWARENESS

This objective calls for at least four public awareness events detailing the services of Child Find/Serve (including special emphasis on birth through five) directed at school district personnel, medical professionals, parent support groups, and the general public including the Spanish-speaking population. Program staff were to keep records documenting their activities under this objective. The events were held and additional activities were undertaken. Better documentation of public awareness events by program staff is necessary. Program staff judge a continued emphasis on public awareness is also a priority.

EVALUATION FINDINGS

END-OF-YEAR

Strength

The production and distribution of nearly 5000 copies of a well-written and illustrated bilingual brochure describing Child Find/Serve--its services, purposes, and toll-free number has been accomplished.

Weakness

For seven successive quarters, through March 31, 1982, the number of referrals to Child Find/Serve of unserved or inappropriately served students has been running quite low--about 20 or even less.

RESPONSE OF PROGRAM STAFF

According to the Resource Specialist people still do not know enough about Child Find/Serve. Project ABC can be a vehicle for general public awareness about special education services available through ESC-20, Child Find/Serve in particular. The greatest need we have is how to make more people aware of how to refer students and find resources. The way to do this is through personal contact. All five staff--the two Referral Specialists, the Data Manager , the Resource Specialist, and the project manager concurred--more, more awareness needs to be done.

The Resource Specialist pointed out TEA requires no public awareness. The Coordinator of Special Education has no plans for ESC-20 to undertake anything more than limited public awareness activities.

EVALUATION FINDINGS

MID-YEAR

Strengths

5000 well-written and illustrated bilingual brochures describing Child Find/Serve -- its services, purposes, and toll-free number, have been produced. About 500 have gone to ESC-20 resource agencies and 1000 to ESC-20 special education programs.

Weaknesses

The number of Level III referrals requiring a 90-day follow-up has been steadily dropping to the point where we're getting only about ten per quarter.

The consultant reports, and our 1980-81 evaluation data supports, the judgment that not enough persons know that Child Find/Serve exists and how to reach it.

Opportunities

The consultant sees a need for increased public awareness in general and increased public awareness for the Spanish-speaking population.

The "creative distribution" of the remaining brochures through churches, PTAs, non-public schools, and other such agencies is being considered by the consultant.

RESPONSE OF PROGRAM STAFF

Again, the specialist believes the SACCYF proposal will lead to more referrals. Remarking that a frequent comment from the resource agencies is "I didn't know you existed", the specialist thought there would always be a need to do more public awareness, and his emphasis on that this year could impact positively the number of referrals. He definitely sees the need for a continued emphasis on public awareness.

The "creative distribution" of brochures is proceeding along. Churches and non-public schools are done; physicians working with children, principals via Principals Staff Development sessions, and parent support groups will be done. Other of our more "creative" ideas are on hold for now.

Minimum Component: Child Find/Serve
Priority 1 Objective 2 -- STUDENT REFERRAL SYSTEM

Minimum Component: Child Find/Serve
Priority 1 Objective 5 -- TRACKING SYSTEM

One objective calls for maintaining the student referral system such that 75% of the Level III non-OT/PT referrals have 90-day follow-ups within two weeks of the scheduled date. The other objective calls for a tracking system with the information needed for TEA quarterly reports, follow-up reports to LEAs, and 90-day follow-up schedules. As of March 31, 1982 about 21% of the 72 non-OT/PT Level III cases referred since April 1, 1980 had a 90-day follow-up date documented on the computer database. As of the same date the six (of the 11) TEA required data elements that ESC-20 generates at the time of referral were present in nearly all cases; however, the five data elements required to be supplied by LEAs to ESC-20 (LEA date, ARD date, Program start date, IEP date, and Handicap code) evidenced much missing data -- more than 50% missing data.

EVALUATION FINDINGS: There has been some improvement since similar data was reported in December 1981. At that time only 4% of the cases had a 90-day follow-up date documented in the database.

RESPONSE OF PROGRAM STAFF:

Sept. 1981 The Referral Process was one of the top two concerns of the Coordinator of Special Education. She felt the staff needed to look at the referral, case management, and tracking process. They need to examine what is required by TEA, what we are currently doing, and what is feasible to do with one full-time equivalent Referral Specialist. The Coordinator gave the staff involved a "charge" to examine and recommend changes.

According to the Coordinator and 1981-82 Child Find/Serve Project Manager, another aspect of this area that needs staff discussion is the appropriate role for ESC-20. How do we provide parents and teachers the necessary information without alienating the school districts who, in many cases, do not accept this part of our role and, in some cases, resent our involvement? For example, telephone information rather than paper documentation could be considered for 90-day follow-up. Sometimes without our pushing districts would drag their feet -- we need to do as much as we can without antagonizing them.

Jan. 1982 In reponse to Evaluation Services' report on the Student Referral System, the Coordinator of Special Education held a meeting with relevant staff. Action was taken to clean-up the documentation procedure, and was to include writing-up a list of in-house procedures:

Child Find/Serve Cases

a. Cases were found with information on 90-day follow-up in the student files that never were received by the Data Manager and hence were not reflected in the computer output.

b. Cases were to be flagged for follow-up when information is sent to schools and follow-ups were to be sent every 30 days for cases which have no response from the schools.

c. Cases re-referred were to be given new referral dates.

d. The appraisal consultant, as she makes her rounds, was to help secure information on Child Find/Serve cases.

June 1982 The Child Find/Serve Project Manager for 1982-83 indicated she will ask the Coordinator of Special Education to reaffirm to the staff the need to finish cleaning-up the problem of missing 90-day follow-up data once-and-for-all. Once this is done, she plans to take whatever steps are necessary to achieve this.

COMMENTS OF THE EVALUATOR: The minimum standards for Child Find/Serve require ESCs to maintain a tracking system "which ensures service delivery". The LEAs, the evaluation staff, and program staff members have all been "passed the buck" on the issue of lack of documentation at 90-days that the student is being served. The problem of missing data on four other less critical but required data elements has also clouded the issue. In the evaluator's judgment, securing the necessary documentation that the referred student is, in fact, being serviced at 90-days for a backlog of 57 cases and something like 10 to 20 new cases a quarter can be easily and quickly solved by following any one of many recommendations the Coordinator, staff, and/or the evaluator have made over the last few years.

Minimum Component: Child Find/Serve

Priority 1 Objective 3 -- STUDENT REFERRAL

This objective calls for the Referral Specialists providing technical assistance in the area of appropriate student placements by providing classroom follow-up on all referrals that result in placement, attending ARD meetings related to residential placement, and advising on placements with, e.g., ICF-MRs and non-Public schools. This was not a program priority and was not evaluated this year.

Minimum Component: Child Find/Serve
Priority 1 Objective 4 -- RESOURCE IDENTIFICATION

A sub-objective to the Resource Identification objective in Child Find/Serve calls for 60% of resource directory recipients finding the directories useful. This year the Daycare, Educational Programs, and Support Groups for the Young Handicapped Child minidirectory was selected by the program staff as a priority for an evaluation study on directory use. Fifteen of 17 (88%) directors of Bexar County daycare centers interviewed wanted to be listed in the minidirectory again. Evaluation Services estimated about 17 students would be placed because of the minidirectory.

EVALUATION FINDINGS

Based on telephone interviews with a random sample of 17 of 36 San Antonio* daycare center directors listed in the minidirectory, debriefing the interviewer, and a review of the directory itself:

- Approximately 90% of the directors know about the guide. Sixty-five percent have a copy; however, the copies were "way down at the bottom of a whole lot of stuff".
- About 30% of the directors said parents did visit because of the guide...across 36 centers an estimated 17 students would be placed because of the guide according to center directors.
- In general, the centers really appear interested in the mildly handicapped only; some even exclude mildly ED.
- Only 10% of the centers did not want to be listed in the update.
- There are enough points in evaluation's review of the guide to suggest minor editing and/or format changes.

RESPONSE OF PROGRAM STAFF

The consultant was most interested in the review of the guide; he could incorporate many of the suggestions in the revision. His next highest concern was with increasing the impact of the guide. "I'm glad the directors were aware of it...I'd like to have it more available, though...I'd like to have a higher percentage of centers visited because of the guide...but I'm pretty content with knowing handicapped students were placed because of the guide. I think it has proved to be a valuable tool that parents have been able to use."

FURTHER EVALUATION FINDINGS

Evaluation Services did brief ten minute interviews with about half-a-dozen key special educators knowledgeable about community resources available to young handicapped children. The result of these interviews was a list of about forty agencies/persons to consider distributing the minidirectory to, in priority order.

*Head Start, out-of-town, and certain other centers were not included in the sample.

RESPONSE OF PROGRAM STAFF

Yes, my "big deal" is going to be distribution. I have used many of the suggestions in your review of the guide in revising the guide. In fact, next year I want your reviews more than the interview data. But in terms of distribution this year, I think I'm going to rely on your list to expand my distribution. I'm going to block out some days and make the rounds...take it personally to places. Having the list really helped.

COMMENT OF EVALUATOR

In the judgment of the evaluator even greater payoff from the minidirectories should be sought. The cost of producing the directory is a given, additional effort in publicizing and disseminating minidirectories could have a large payoff in impact.

The remainder of the Resource Identification Objective calls for Region 20 school personnel, other professionals, and the public having available an appropriate resource information system on agencies providing services to the handicapped. Based on the accomplishment of all activities listed in the proposal and the additional activities performed, the evaluator judges the resource information system as adequate. The findings below cite specific strengths, weaknesses, and opportunities for the system.

EVALUATION FINDINGS

END-OF-YEAR

Strengths

The minidirectory approach continues to be a strength. The summer camping, daycare, services for high-school-aged handicapped, and tutoring services directories were all updated. PSAs and newspaper stories accompanied their release.

The working relationship with the San Antonio Coalition of Children, Youths, and Families has continued. An interagency agreement was executed with this agency. Also, SACCYF with ESC-20 supportive assistance was funded for a Developmental Disabilities Program grant--Project ABC. ESC-20's continued work with this project has been a real asset to the Project according to its director.

Weakness

There is inadequate documentation supporting who was sent, which directories, when. The list is too informal and incomplete.

Opportunities

A former "weakness", updating the approximately 200 resources according to TEA priorities, has definitely improved. Consideration is being given to TEA priorities for updating and the consultant's goal of 100 updates was met. However, about 25 priority 1, 2, and 3 agencies (infant programs, residential, and non-public schools) were not updated.

Identifying new resource agencies continues to be an opportunity. The last six months of 1980-81 saw eleven new agencies, versus three the first six months of 1981-82. Nine were identified for the last six months of 1981-82.

The consultant received nearly 50 requests in the third quarter for Resource Identification information--the evaluator judges this number could be significantly increased, even though it is greater than previous quarters and years.

RESPONSE OF PROGRAM STAFF

1) Minidirectories do seem to be the proper approach. However, we need to be sensitive to over-kill on the mini-directory concept. Possibly a simple, yet broad based resource directory would still be a valuable tool--i.e. Blue Book of United Way.

2) SACCYF--Has been extremely valuable as a tool for development of interagency cooperation. This has been the high point of the past two years.

3) lack of documentation--a more comprehensive documentation of distribution of directories would be too time consuming and cumbersome at present.

4) TEA priorities need to be more closely followed, updating some minidirectories are not part of TEA priorities--a better way to count these updates is needed.

EVALUATION FINDINGS

MID-YEAR

Strengths

The consultant has supplemented and de-emphasized the large under-utilized Resource Directory and concentrated on topical mini-directories -- covering day care, camping, and services to high school age handicapped. The consultant has plans for other mini-directories on statewide residential services and tutoring services.

The day care directory is being proposed by DHR's Licensing Branch as a model for DHR to use in developing a statewide directory.

The consultant is getting about 35 requests per quarter for Resource Identification information.

Weaknesses

About 15 of 200 resources were updated -- TEA has a list of priorities for updates, but no requirement that all resources be updated each year. Updating is not a priority of the consultant, yet no plan for which resources to update, when, and why exists.

Opportunities

An opportunity to identify more new resource agencies exists. The last six months of 1980-81 saw eleven new ones, versus three the first six months of 1981-82.

The San Antonio Coalition for Children, Youths, and Families (SACCYF) networking proposal could be a source of interagency agreements.

RESPONSE OF PROGRAM STAFF

The Resource Identification Specialist organized the list of agencies to be updated by TEA priority number and the month the update was due. Then each month the specialist will do the highest priorities first, including higher priority resources from previous months. The specialist estimates 50% of the 200 resources will be updated.

According to the specialist the way to find out about new resources is through surveying resource agencies. As he does more updates, he believes more new agencies will surface, as he always asks if the agency knows of new services. Another primary source of new agencies is ESC-20 consultants.

The SACCYF networking proposal has been turned in for Development Disabilities funding of a referral system for children 0 - 3. ESC-20 is in a supportive role providing in-kind services. The proposal represents an interagency agreement. Furthermore, cooperating agencies will be referring their 3-year olds to Child Find/Serve, i.e., a potential source of Level III referrals.

Minimum Component: Child Find/Serve

Priority 1 Objective 6 -- SPECIAL EDUCATION MANAGEMENT SYSTEM (SEMS)

This objective calls for school personnel receiving technical assistance and training in SEMS -- the special education management system -- which is documented on the Weekly Activity Report. The consultant for Data Management did provide and document this service. Nine of the ESC-20's nineteen special education programs participated in SEMS this year; however, these are the largest programs, together accounting for an estimated 75% of ESC-20 special education students. Eight of the nine programs receiving assistance rated the consultant very helpful -- the top rating. This rating was substantiated in written supportive comments.

EVALUATION FINDINGS

The SEMS consultant is perceived as "very helpful" -- the top rating by eight of the nine special education programs on SEMS. The written comments of the users most frequently mention the consultant's availability (e.g., "He has always been available for consultations...always returns calls and responds quickly...") and helpfulness (e.g.,...has gone out of his way to assist us in maintaining a very complicated system.") Two of the nine programs indicated a need for involvement or meetings on SEMS.

RESPONSE OF PROGRAM STAFF

The SEMS consultant sees being available and helpful as "doing my job." If anything, he would like to be doing more for the districts -- expedite their data processing and reporting. He sees himself as the interface between the districts, TEA, and Data Processing. However, anytime you have to cut across agency and division lines it is difficult. This is especially true when trying to coordinate users' meetings. If the ESC-20 Data Processing representative cannot attend the meeting, any decisions made by the users might get vetoed by Data Processing at a later date. The SEMS consultant would like to see Data Processing involve a cross section of users' (small, medium and large) districts in their meetings. This, he feels, will result in a better management system for all.

EVALUATION FINDINGS

Three of the nine special education programs on SEMS experienced problems with the amount of clerical time required. This was the only problem mentioned by more than one program.

RESPONSE OF PROGRAM STAFF

It does take a tremendous amount of clerical time, especially to begin with. Also, if there is a high turnover in clerical staff, retraining takes a long time. Can you imagine going through 2000 cases to figure out who is who? I think districts need to stabalize the SEMS clerical role. If TEA is going to spend hundreds of thousands of dollars on SEMS, some upgrading in status and compensation of SEMS clerks is necessary. The quality of the SEMS data depends on this role. I intend to bring this as a recommendation to TEA in our next meeting.

EVALUATION FINDINGS: Six of the ten programs not on SEMS want to be contacted about SEMS.

RESPONSE OF PROGRAM STAFF: I have to be careful here. The funding has gone from $1.50 (per error-free record) for new districts and $1.20 for districts on their second or subsequent year to a flat rate of $1.33. This will become effective September 1, 1982. The TEA has been providing input and output documents at no cost to the districts. But with the $1.33 we are now supposed to be able to provide input and output documents, keypunch cost, DP, paper,... I do not want to quote districts a price and come back later and say, "It's going to cost you more." I will be discussing the best way to proceed on these requests with the Coordinator of Special Education.

COMMENTS OF THE EVALUATOR: The major task facing ESC-20 SEMS next year is deciding how to change the input document and procedures to result in the most cost-effective system. Then, to decide if and how to take the opportunity to bring additional ESC-20 special education programs onto SEMS. The final task is continuing a real program strength: the high quality assistance provided to ESC-20 and non-ESC-20 STMRPC special education programs to use SEMS to its fullest.

Minimum Component: Child Find/Serve

Priority 2 Objective 1 -- INTERAGENCY COORDINATION

This objective calls for ESC-20 to be a liaison for service coordination in the region resulting in two interagency agreements. Two agreements were written. There may have been other informal agreements, but no other documentation was provided to Evaluation Services.

EVALUATION FINDINGS: One agreement was for ESC-20 and the San Antonio Coalition of Children, Youths and Families to work together in referring and serving handicapped children. The other was for Bexar County MHMR, Brighton School, Easter Seals, Parent Education Early Intervention Program, and South Texas Children's Habilitation Center (all early childhood service providers) to meet, share information, and coordinate services.

RESPONSE OF PROGRAM STAFF: The response this year was the same as last year: The Coordinator of Special Education and the Child Find/Serve Project Manager did not view interagency agreements as a priority area among all the required tasks. The TEA had not developed criteria for agreements. ESC-20 does not have the resources to enter into major agreements. What ESC-20 does have the resources for is communication and coordination with individual agencies.

COMMENTS OF THE EVALUATOR: This is an opportunity area for future program growth. A lot more is going on informally and unsystematically in interagency agreement than gets documented or coordinated. One example is the effort toward writing the proposal for Statewide services for the severely handicapped; another is the training work done by the Related Services component; a third is the extensive liaison work of the Deaf-Blind projects. What may be needed is some more leadership to coordinate the various independent interagency efforts going on in the component. The emphasis ought to be bringing the independent efforts into closer alignment so they can be mutually supporting.

Family Services. This objective calls for at least 30 students, their parents, and/or their educators receiving family liaison services with 20 students receiving more appropriate services. In a three month sample period 20 cases were receiving family liaison services; therefore, more than 30 would have been served for the year. Because the position of Family Specialist could not be funded for 1982-83, interviews to judge the appropriateness of service were not conducted and resources were directed toward other higher priority evaluation tasks.

EVALUATION FINDINGS: The Family Specialist documents about seven hours per week in face-to-face contact with parents, students, and/or educators on "cases" involving the need for her liaison services. Last year about eight hours per week were documented. A "typical week" might involve contacts with five parents, one to two students, and two to three educators. About once a month she conducts a parent meeting serving about 15 educators. On occasion she conducts a general workshop. On the 1981-82 Priority Needs Assessment, both special education teachers and support staff placed Family Liaison services as a top need; special education directors did not -- for directors this was a low priority.

RESPONSE OF PROGRAM STAFF: The data sounds right. What is most important about the Family Specialist role is reducing teacher burnout. Through this role teachers have a person to confide in and to bring back information from the home to help them decide if the situation can or cannot be improved. They have support information, and someone to listen to them. I feel teachers feel relieved and supported by my efforts.

EVALUATION FINDINGS: In addition to the seven hours documented in liaison services, the Family Specialist documents about 15.5 hours in case management work which mainly involves getting information to and from school districts and other agencies about Child Find/Serve cases. Last year about 13 hours were on case management.

RESPONSE OF PROGRAM STAFF

This is a problem area. I would recommend we develop a Case Management system with definite assignments of case responsibilities and monthly review of case loads and case disposition. This area takes an incredible amount of time because we have more than one person knowledgeable about a case and people are in so infrequently -- it takes weeks to get something done. Also, the districts, perhaps because we don't have interpersonal interaction, take a long time responding to our requests for information. We don't have an effective case management system and, unless we do, this area will continue to be a problem.

EVALUATION FINDINGS

The Family Specialist's Weekly Activity Report documents districts served but not clients' names. There were no formal case files on clients served by name with written contact reports. However, from her records for the three month period, 20 students being served could be identified. For most of those students, the Family Specialist had a clear idea of the presenting problem and the broad goal of her intervention.

RESPONSE OF PROGRAM STAFF

The Family Specialist and evaluator cooperatively developed the Family Liaison, Consultative, and Counseling Services Form to document case work. This form included a Family Services Activities Checklist to describe specifically the nature of services provided. However, because this position was not going to be funded for next year, the evaluator and Family Specialist decided there was no point in using the form, since the data could not lead to program change.

The Family Specialist thought there could be a need for this type of progress reporting system in the future. Since the teacher, the parent, and she all felt satisfied about most cases, there really was not a major need this year. Furthermore, she was reluctant to document too many specifics, since many cases contained a lot of confidential and delicate issues. She did not want parents or schools to be in a position to access her records and use them against one another.

COMMENTS OF THE EVALUATOR:

The data suggest two questions to discuss with program staff, given the evident reliance of the program on the Family Specialist for case management.

1. Given the loss of about two days a week in case management resources with the elimination of this role, the growing popularity of the ACES project which could further diminish case management resources, and the Family Specialist's recommendations -- how can the available personnel resources best be employed to maximize the effectiveness of the case management system?
2. Is there any way to increase the support (especially interpersonal support) to teachers of Child Find/ Serve referred cases now that neither on-site visits by the referral specialists nor family liaison services are available?

ADDITIONAL FINDINGS

An additional area of study not in the proposal was undertaken to replace some of the work on Related Services which was in the proposal. This was done because the additional area -- the status of Related Services in Texas ESCs -- was a priority area to the Project Manager for Related Services.

EVALUATION FINDINGS

Funding

Texas ESCs employ in excess of sixty full-time equivalent Related Services personnel; sixty percent are funded from federal monies, P.L. 94-142 specifically. Estimates by funding source:

Funding Source	Percentage
P.L. 94-142	60
State Visually Handicapped	20
Local District Monies	15
State Special Education	5

RESPONSE OF PROGRAM STAFF

The ESC-20 Project Manager for Related Services believes as federal monies become reduced, ESCs are going to depend more on local district monies. Perhaps the ratio of federal to local support may go from 4:1 to 1:1. Besides depending more on local monies, we need to be concerned about providing the maximum amount of service per unit of cost. For outlying school districts travel reduces service time. For all school districts paperwork, report writing, record keeping, and secretarial time need to be addressed in developing contracts.

EVALUATION FINDINGS

Role

About two-thirds of our ESCs have Related Services personnel on staff. We estimate the 60+ Related Services personnel to be distributed by role as follows:

Role	Percentage of all ESC Related Services Persons
OT	30
PT	16
Adaptive P.E.	3
O & M	11
Psychologist/Associate Psychologist	21
Other	19

Furthermore, OT and PT services in particular appear to definitely be in the future plans of ESC persons responsible for Related Services -- about half the ESCs see OT services in their future and about one-third PT services.

RESPONSE OF PROGRAM STAFF

The ESC-20 Project Manager for Related Services thought the ratio of OT:PT might be even greater than 2:1. Districts tend to see OTs as having more general training and skills and being able to do nearly anything except bracing. The Project Manager sees a PT as having a definite place on an ESC staff, especially since schools will be less likely to have this expertise.

All ESCs will need to work at appropriate relationships among OTs, PTs, and Adaptive P.E. therapists. The overlaps in training, skills, and responsibilities can be a source of problems unless all groups work together.

EVALUATION FINDINGS

LEA Related Services

A very rough estimate of the number of OTs and PTs working in the school districts of Texas would be about 200 -- about equally divided among private consultants (possibly the most frequent), other agencies, and LEA staffs (possibly the least frequent).

By far the most frequent problem Texas LEAs face in providing Related Services, according to ESC sources, was the availability of qualified personnel. Funding and outreach to small schools were other frequent problems.

RESPONSE OF PROGRAM STAFF

Regional cooperatives for therapy services -- like what we're trying to put together here in ESC-20 -- would allow ESCs to serve local districts not able to attract qualified personnel. With districts able to attract qualified personnel, our job would be to help the districts identify therapists and provide supportive services to therapists working in schools for the first time.

COMMENTS OF THE EVALUATOR:

The primary problem facing ESC Related Services in the early 1980's will be funding. As the ESC-20 Project Manager for Related Services pointed out, the dependence on federal money will have to end. If this is correct, then each Texas ESC which sees Related Services in its future must answer questions like these:

(a) What core positions as a minimum would comprise an ESC Related Services unit?

(b) Should direct service to LEAs on a contractual or cooperative basis be provided?

(c) How should direct service monies be negotiated to allow for consultant travel and paperwork and necessary secretarial and other support functions?

(d) What should be the elements of a regional service plan? e.g.,

1. identifying existing LEA, agency, and private therapists and the LEAs they serve;

ii. identifying what each regional special education program desires from the ESC -- whether it be direct service or support;

iii. identifying if and how ESCs should become the regional leader for Related Services without alienating LEAs or therapists;

iv. promoting through public relations regionalism and regional services.

Through some such regional approach preserving LEA special education program independence in selecting services, respecting existing service providers, and building on the legislative role for ESCs in providing regional leadership, Related Services could have a bright future in ESCs choosing to offer this service.

NOTE: In some reports, additional pages (pp. 22-160) contain Substantiating Documentation/Attachments.

SUBSTANTIATING DOCUMENTATION / ATTACHMENTS

RELATED SERVICES

In 1981-82 and 1982-83, teachers and therapists serving Region 20 handicapped students will have increased knowledge in the area of related service through participation in workshops and inservices and through receiving technical assistance provided by ESC-20 occupational and physical therapists.

CHILD FIND/SERVE - 877

Related Services

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
7/7/81	Cardiopulmonary Resuscitation	Coppola/Santini	4.0 4.0	12 7	48 28
7/27/81	Understanding Down's Syndrome	Santini	3.0	17	51
8/7/81	Cardiopulmonary Resuscitation	Coppola/Santini	4.0	7	28
8/18/81	Toilet Training: Bladder Management for the Impaired Child	Yerrington/Brown/ Bartholomew/ Aguillar	5.5	16	88
8/20/81	Motor Skills in the Mildly Involved Child	Santini	2.5	17	42.5
8/20/81	Feeding, Toileting & Positioning Management of the Multiple Handicapped Child	Yerrington/Brown	5.5	4	22
8/20/81	Understanding Down's Syndrome (2 - 1 hour sessions)	Santini	1.0	47	47
8/24/81	Appreciation of the Handicapped	Zuflacht/Brown	1.25 1.25	19 36	23.75 45
8/25/81	How to: Work Hard, Look Good, Feel Better	Brown	2.25	48	108
8/25/81	The Kid with Physical Problems - What to Look For, Where to Turn	Zuflacht/Brown	1.25	12	15
8/25/81	CPR	Santini/Coppola	4.0	13	52
9/3/81	CPR Review	Santini/Coppola		8	
9/14/81	Feeding Neurologically Involved Children (Participants were 10 teachers & 6 children)	Yerrington	5.0	16	80
9/15/81	CPR	Santini	4.0	4	16

Related Services - page 2

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
9/23/81	Behavior Aids for Occupational & Physical Therapists Working in the School System	Zuflacht	6.0	18	108
10/12/82	NISD; Occupational-Physical Therapy	Brown	3.25	20	65
10/14/81	"Try Another Way"	Santini	1.0	10	10
10/14,15,16/81	McCarron Dial	Zuflacht	24.0	18	432
10/22/81	P.E. Motor Labs	Santini	1.0	5	5
10/29/81	"Get Acquainted"	Zuflacht	1.5	11	16.5
11/2/81	Activities for Developing Perceptual Skills	Yerrington/ Zuflacht	1.0	13	13
11/3,4,5/81	McCarron Dial	Zuflacht	24.0	10	240
11/6/81	Feeding	Brown	1.0	11	11
			1.0	14	14
11/13/81	McCarron-Dial Experience	Zuflacht	2.5	8	20
11/16/81	Characteristics of Various Handicaps	Zuflacht/Santini	2.5	17	42.5
			2.5	19	47.5
11/17/81	Introduction to Sensory Integration	Zuflacht	1.5	59	88.5
11/20/81	Physical Activities for Severely Handicapped	Zuflacht	7.0	7	49.0
12/4,7,8/81	Stress Management	Zuflacht	1.5	7	10.5
			1.5	5	7.5
			1.5	6	9
12/9,10,11/81	McCarron-Dial	Zuflacht	22.5	8	180
12/16/81	Perceptual Motor	Zuflacht	1.5	9	13.5
12/18/81	Stress Management	Zuflacht/Brown	1.0	approx100	approx100

Related Services - page 3

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
1/12,13,14/82	McCarron Dial	Zuflacht	24.0	9	216
1/18/82	Stress Survival Skills	Zuflacht/Santini	4.0	26	104
1/18/82	Lifting Physically Handicapped Students	Brown	1.0 1.0	8 7	15
1/18/82	Protecting your Back	Brown	1.0	37	37
1/19,20,21/82	McCarron Dial	Zuflacht	20.0	11	220
1/22/82	Work Goal	Zuflacht	2.0	11	22
1/22/82	Work Hard, Look Good, and Feel Better (Back Care)	Brown	3.0	36	108
1/25/82	Work Goal	Zuflacht	1.0	5	5
1/26,27,28/82	McCarron Dial	Zuflacht	24.0	12	288
1/30/82	Wheel Chair Demonstration	Zuflacht	2.0	10	20
2/11/82	Right Brain Left Brain (Split Brain)	Zuflacht	1.5	27	40.5
2/12/82	Work Goal	Zuflacht	3.5	31	108.5
2/18/82	Work Goal "Content and Process"	Zuflacht	1.5	10	15
2/26/82	Stress Management (NEISD/Kreuger)	Zuflacht	2.5	52	130
3/4/82	McCarron Dial Familiarization (Villa Rosa)	Zuflacht	1.5	6	9
3/8/82	Domestic Management for the Severely Retarded (Eagle Pass)	Zuflacht	2.0	7	14
4/12-16/82	Cardiopulmonary Resuscitation (East Central)	Santini/Coppola/ Zuflacht	5.0	111	555
6/14/82	Cardiopulmonary Resuscitation (Goodwill North & Goodwill South)	Santini	4.0 3.5	7 9	28 31.5

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
6/7/82	Quilting	Zuflacht	5.0	13	65
6/11/82	Stress Management	Zuflacht	5.0	16	80
6/17,18/82	Physical Medicine & the Schools (with Adaptive Equipment Preview) (w/Mr. Dean Raymond, Prescott Orthotecs, Dr. Raye E. Wilkins, Orthopedist, & Michelle Brietzke, student)	Yerrington/Brown/ Santini	3.0 3.0	27 23	81 69
8/19/82	Motor Development Workshop	Santini/Brown	1.0	8	8
8/19/82	Planning for the Beginning of the Year (E. Central)	Brown	1.5 1.5	40 52	60 78
8/20/82	Stress Management (Uvalde)	Brown	3.0	46	138

CHILD FIND/SERVE - 877

Related Services

Learner Objectives

Date	Workshop Title	Learner Objectives
7/7/81	Cardiopulmonary Resuscitation	Pass skills exam for 1-man CPR rescue. Demonstrate technique for clearing obstructed airway. Become aware of causes, risk factors and warning signs of a heart attack. Know phases of EMS Introduced to CPR for child and infant.
7/27/81	Understanding Down's Syndrome	Understand etiology, characteristics, and developmental course of DS individuals, with emphasis on motor development.
8/7/81	Cardiopulmonary Resuscitation	Pass skills exam for 1-man CPR rescue. Demonstrate technique for clearing obstructed airway. Become aware of causes, risk factors and warning signs of a heart attack. Know phases of EMS Introduced to CPR for child and infant.
8/18/81	Toilet Training: Bladder Management for the Impaired Child	To understand the importance of performing C.I.C. in the school setting. To learn how to make baseline Toileting plan. To learn how to develop an increased toileting schedule. To learn or relearn toilet behavior modification. To learn the importance of positioning and special equipment needs of the impaired child.
8/20/81	Motor Skills in the Mildly Involved Child	The purpose was to provide information about description of learning disabilities and how they influence motor behavior, with general suggestions for different types of activities for remediation.
8/20/81	Feeding, Toileting & Positioning Management of the Multiple Handicapped Child	(1) Positioning of child for feeding. (2) Hand control of (a) jaw. (3) Oral stimulation for chew, suck and swallow. (4) Toileting Base line and follow through.
8/20/81	Understanding Down's Syndrome	To understand etiology and characteristics of Down's Syndrome.

Related Services - Learner Objectives - page 2

Date	Workshop Title	Learner Objectives
8/24/81	Appreciation of the Handicapped	To understand some of the difficulties the handicapped deal with; to begin to appreciate them as people with solvable problems. To acquaint them with resources for assistance if they have handicapped children in their classrooms.
8/25/81	How to: Work Hard, Look Good, Feel Better	Understand basic back structure, proper posture and good body mechanics. Learn exercises to protect from and help correct low back problems.
8/25/81	The Kid with Physical Problems - What to Look for, Where to Turn	To understand and identify the problems they may need assistance in solving. To acquaint them with the Service Center's sources of assistance.
8/25/81	Cardiopulmonary Resuscitation	Pass skills exam for 1-man CPR rescue. Demonstrate technique for clearing obstructed airway. Know phases of EMS.
9/3/81	CPR Review	Review of cardiopulmonary resuscitation.
9/14/81	Feeding Neurologically Involved Children	(1) Normal eating development with evaluation scale. (2) Video tape of feeding techniques for drooling, suck and swallow. (3) Overhead transparencies discussing problems seen in feeding multihandicapped children with solutions.
9/15/81	Cardiopulmonary Resuscitation	Pass skills exam for 1-man CPR rescue. Demonstrate techniques for clearing obstructed airway. Introduced to CPR rescue for infant and child. Know phases of EMS.
9/23/81	Behavior Aids for Occupational & Physical Therapists Working in the School System	To be able to use behavior aids as documented.
10/14/81	"Try Another Way"	Information sharing only.
10/14,15,16/81	McCarron Dial	Basic Work Evaluation Training McCarron Dial.
10/22/81	P.E. Motor Labs	To acquaint registrants with motor activities for children with mild disabilities in the motor area.

Date	Workshop Title	Learner Objectives
10/29/81	"Get Acquainted"	None stated.
11/2/81	Activities for Developing Perceptual Skills	Perceptual Skills development such as trace, copy work can be remediated through the motor perceptual approach. Development of R & L sides of a child's awareness through a gross to fine motor program -- improve hand writing and other class learning needs.
11/3,4,5/81	McCarron Dial	To train participants in the McCarron Dial System. To have all participants successfully complete certification process.
11/6/81	Feeding	The participants will understand the four areas of emphasis in feeding. The participants will understand the four basic goals of a feeding program.
11/13/81	McCarron Dial Experience	To train participants in the McCarron Dial System.
11/16/81	Characteristics of Various Handicaps	Participants were given information to the physical limitations and implications of various handicapping conditions.
11/17/81	Introduction to Sensory Integration	None stated.
11/20/81	Physical Activities for Severely Handicapped	None stated.
12/4,7,8/81	Stress Management	To familiarize audience with relaxation techniques. To familiarize audience with signs of stress.
12/9,10,11/81	McCarron Dial	To train participants in the McCarron Dial System. To have all participants successfully complete certification process.

Related Services - Learner Objectives - page 4

Date	Workshop Title	Learner Objectives
12/16/81	Perceptual Motor	None stated.
12/18/81	Stress Management	To familiarize audience with relaxation techniques. To familiarize audience with signs of stress.
1/12,13,14/82	McCarron Dial	To be able to administer McCarron Dial. To be able to interpret the McCarron Dial.
1/18/82	Stress Survival Skills (SSSQ)	Teach audience to use SSSQ. Teach audience to interpret SSSQ.
1/18/82	Lifting Physically Handicapped Students	Participants will have a rudimentary understanding of anatomy of the back, posture and movement. Participants will gain a knowledge of the important steps to use to lift properly.
1/18/82	Protecting your Back	Participants will understand rudimentary anatomy of the trunk, proper posture and mechanics of lifting. Participants will learn basic exercises and postures to use to help prevent injury to the back.
1/19,20,21/82	McCarron Dial	To be able to administer McCarron Dial. To be able to interpret the McCarron Dial.
1/22/82	Mark Goal	To familiarize audience with mark goal.
1/22/82	Work Hard, Look Good, and Feel Better (Back Care)	The participants will: understand basic back structure, proper posture and good body mechanics; learn exercises to protect and help correct low back problems.
1/25/81	Mark Goal	Familiarize audience with mark goal.
1/26,27,28/82	McCarron Dial	To train participants in the McCarron Dial System. To have all participants successfully complete certification process.
1/30/82	Wheel Chair Demonstration	Familiarize audience with special features of this special wheel chair.

Date	Workshop Title	Learner Objectives
2/11/82	Right Brain Left Brain	Familiarize audience with the concepts of split brain.
2/12/82	Mark Goal	(1) Familiarize audience with mark Goals's concepts. (2) Identify at least 3 activities that the participants can work on/with in classroom.
2/18/82	Work Goal "Content and Process"	(1) The audience will be able to apply Content and Process as discussed by Work Goal. (2) The audience will be able to apply the concept of Single Pieces of Learning as discussed by Work Goal.
2/26/82	Stress Management	(1) The audience will be able to identify at least 10 different areas of physical stress. (2) The audience will be familiar with at least two relaxation techniques given.
3/4/82	McCarron Dial Familiarization	Familiarization with McCarron Dial.
3/8/82	Domestic Management for the Severely Retarded	(1) The audience will be able to teach basic concepts in the area of domestic management. (2) The audience will understand the importance of breaking down basic concepts when teaching domestic management.
4/12-16/82	Cardiopulmonary Resuscitation	(1) Pass skills exam for 1-man CPR rescue. Obtain a 60% or better grade on 21 question multiple choice test. (2) Demonstrate technique for clearing obstructed airway. (3) Become aware of causes, risk factors, and warning signs of a heart attack. (4) Know phases of EMS. (5) Introduced to CPR for child and infant.
6/14/82	Cardiopulmonary Resuscitation	(1) Pass skills exam for 1-man rescue. (2) Demonstrate technique for clearing obstruction. (3) Introduced to CPR rescue for infant and child. (4) Know phases of EMS. (5) Learn principals of Prudent Heart Living.

Date	Workshop Title	Learner Objectives
6/7/82	Quilting	Participants are able to independently make quilted square by machine.
6/11/82	Stress Management	(1) Identification of stress and burnout. (2) Ability to recognize burnout before it is too late. (3) Practical approach to stress and burnout.
6/17,18/82	Physical Medicine & the Schools (w/Adaptive Equipment Preview)	Participants will better understand: (1) The roles of the various professions and how/why those different services affect the teacher and/or project. (2) Different ways equipment can be adapted, why it is adapted and how successful its use is.
6/23/82	Motor Development: Application to Educational Planning	Participants would: (1) Understand the normal motor development of the 3, 4, and 5 year old and the variations within that development. (2) Understand the need for planned motor activit periods in their curriculum to encourage good development in al children.
8/19/82	Motor Development Workshop	Participants would: (1) Understand the normal motor development progression. (2) Understand the need for planned motor activity periods in their curriculum to encourage good development in all children.
8/19/82	Planning for the Beginning of the Year	Participants will be able to identify the components of an effective classroom arrangement; and participants will be able to identify four areas where rules and procedures will be necessary to regulate student behavior.
8/20/82	Stress Management	Participants (1) will be able to define stress, learn methods of dealing with distress, and (2) will understand the nature of job burnout and recognize its symptoms.

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Possible inservice topics

DATE: November 12, 1981

11/13/81 Britt & Shirley Santini reported having need this & found it useful. Timing is critical. The Therapists are currently going in many directions -- Britt sees the possibilities of focusing on projects and using this information as a starting place for discussion. However, there will not be time to do this until early December at January's Dept.

You asked me for ideas on possible inservices your component could sponsor. Patti also mentioned the idea of Related Services moving toward more of a project focus than focusing on providing consultative assistance. This is documented in the 1980-81 Child Find/Serve evaluation.

Therefore, I went through our various special education needs assessments to get together a list of ideas to stimulate your thinking. I hope it helps, and look forward to meeting with you and your staff.

It was a lot of fun pulling this list together. Do let me know if it's of any use. (In the list below, items from the instruments are in quotations and the % of educators indicating a need is in parentheses.)

Elementary Special Education Teachers

Item: "Getting parents and family to follow through on...recommendations" (67%)

Idea: Teach teachers how to send home an OT/PT-related parent activity that could extend and reinforce classroom work on skills traditionally addressed by OTs and PTs.

Item: "Teacher mental health -- keeping yourself from getting 'burned out'" (63%)

Idea: Your workshop on stress could be a real winner.

Secondary Special Education Teachers

Item & idea: Same as above with respect to the need for a workshop on stress.

Item: "Integration of pre-vocational and functional living skills into the curriculum." (60%)

Idea: There appears to be a very large need at this level for the type of work Tom Sanford/Jane Francis and Dennis Dildy are doing -- but this type of work appears to overlap very much with what OT and PT can do -- i.e., define and show secondary teachers how to teach toward functional living skills. This could be a thrust of Related Services.

Early Childhood Teachers

Items & idea: Same as above with respect to need for a workshop on stress and idea on in-the-home OT/PT activities; however, the data really suggests a stronger need for working with parents -- see next item.

Item: "Understanding and working with parents of handicapped students." (62%)

Idea: Having an ECE-H parent event at the district level where PTs and OTs can discuss common problems that parents can remediate -- e.g., positioning, feeding, dressing... Such an event could be open to all parents too, not just ECE-H parents.

Item: "OT and PT Related Services" (Related Services in general was top priority.

Idea: Perhaps focusing on servicing ECE-H classrooms and working closely with Louise Scanlon could result in more referrals -- also, "OT & PT" and "Motor activities" were topics for in-services requested by about 70% of ECE-H teachers.

Item: "Physical Facilities/Equipment" (This was the 4th priority of ECE-H teachers)

Idea: Specific needs were mentioned for equipment to develop fine and gross motor skills and for classroom furniture scaled to the students' size. These suggest obvious possibilities for inservice.

Vocational Adjustment Coordinators

Note & idea: This group had four of its six highest needs in areas potentially related to OT/PT kinds of activities. It appears as if working with Ana or Jane in reaching this group, just like with Louise in the case of ECE-H, could have real payoff.

Items: "Assessing...prevocational and functional living skills" (78%)

"Integration of prevocational and functional living skills into the curriculum" (75%)

"Understanding and working with the parents of handicapped students" (72%)

"Establishing a community-based work training program for the severely handicapped" (67%)

Teachers of the Multihandicapped

Note & idea: In general, LD, MR, SH, and ED teachers' needs are reflected in the elementary, secondary, and ECE-H data above. However, in the case of teachers of the multihandicapped there is another possible area: An inservice on working with the mobility-impaired.

Item: "Reaching severely handicapped and/or mobility-impaired students" (65%)

Special Education Directors

Item: "Methods of vocational assessment -- a teamwork approach" (75%)

Idea: Why cannot OT/PT services be a leader in this area by building upon the work of Jane Francis and Tom Sanford?

Again, this is intended only to stimulate your thinking. I'm not sure any of the ideas I read into the data are valid -- but then you and your staff will know. Thanks for the request.

cc: Patti Myers
Rose Ann Brown
Shirley Santini
Ann Yerrington
Stan Drezek (Project Files)

SD:js

Form 119

1981-82
877
Related Services

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Related Services Workshops

DATE: May 20, 1982

This is the first of several documents on Related Services workshops -- this is an area of interest to the coordinator. Forthcoming documents will go into which districts are participating and the type and amount of training being provided. This covers just the role of participants.

A subobjective of the Related Services objective calls for teachers and therapists serving handicapped students having increased knowledge in the area of related services through workshops. From July 1, 1981 to December 31, 1981, 638 persons participated in workshops including over 200 teachers, 100 aides, 50 OTRs and LPTs, and 40 support staff.

EVALUATION FINDINGS

- OTRs and LPTs account for only about ten percent of workshop participants.
- Teachers account for about 50% and aides for about 25%. About one-quarter of the teachers were PE or APE teachers.
- Very few administrators are being served.
- While few students were served during this time period, this area will be picking up considerably based on Spring 1982 workshops.

RESPONSE OF PROGRAM STAFF

The Project Manager for Related Services was satisfied with the percentages of OTR/LPT, teacher, and aides being served by the workshops. She was especially pleased that there were 50 instances of OTRs or LPTs attending, as so many therapists are on private contracts with schools and cannot afford to take off. She feels next year Related Services needs to reach out better to two groups: administrators (who might be reached through PSD) and PE teachers and APE teachers, especially PE teachers where no APE program is present.

SD:js

cc: Britt Zuflacht
Stan Drezek (Project Files)

Participants of Related Services Workshops[a] by Role

Role	Frequency	
TEACHERS	219	
"Regular" education and special education teachers		142
Physical Education teachers		35
Adaptive Physical Education teachers		22
Vocational, Music, Health...		20
STUDENTS	3[b]	
AIDES	98	
SUPPORT STAFF	38	
Supervisors and other administrators		6
Diagnosticians, school psychologists, consultants, counselors		20
Speech Therapists		5
Librarians		7
OTRs and LPTs	49	
OTRs		(30)
LPTs		(19)
OTHER (parents, recreation leaders)	11	

[a]All workshops July 1, 1981 to December 31, 1981 where registration sheets completed. There was information on role for only 65% of the 638 workshop participants.

[b]While only a few students were served in this time period, during the second half of the year this area may become the second most frequent role served.

Form 119

1981-82
Child Find/Serve
Related Services

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Related Services Workshops -- Who comes?

DATE: May 14, 1982

This is another in a series of documents on Related Services workshops -- an area of interest to the coordinator.

A subobjective of the Related Services objective calls for teachers and therapists serving handicapped students having increased knowledge in the area of related services through workshops. From July 1, 1981 to December 31, 1981, 638 persons participated in workshops including over 200 teachers, 100 aides, 50 OTRs and LPTs, and 40 support staff.

EVALUATION FINDINGS

The 19 special education programs in Region 20 can be grouped by the degree to which their staff attends Related Services workshops.

USE THIS SERVICE MORE THAN OTHERS	AVERAGE USE OF THIS SERVICE	USE THIS SERVICE LESS THAN OTHERS
Cluster VII (Kerrville)	Edgewood ISD	Cluster IV (Harlandale)
Southwest ISD	Cluster XVI (Pleasanton)	Cluster XI (Hondo)
Military Cluster	Judson ISD	Uvalde CISD
Cluster V (Carrizo Springs)	East Central ISD	Cluster XII (Pearsall)
Eagle Pass ISD	San Antonio ISD	North East ISD
	Alamo Heights ISD	South San Antonio ISD
	Northside ISD	Cluster XVII (Floresville)

PROGRAM STAFF RESPONSE

Is the data realistic?

Are there any programs we might want to encourage?

Would we want to offer workshops in the Region for groups of programs?

Could workshop presentation be correlated with contract assignments?

SD:js
cc: Britt Zuflacht
Stan Drezek (Project Files) -39-

Educators Served by District via Related Services Workshops Ranked by Incidence

Cluster 7 (Kerrville)	11.49
Southwest	9.32
Cluster 15 (Ft. Sam Houston)	8.41
Cluster 5 (Carrizo Springs)	5.94
Eagle Pass	5.11
Edgewood	2.77
Cluster 16 (Pleasanton)	2.03
Judson	1.73 ← mean = 1.89
East Central	1.69
San Antonio	1.39
Alamo Heights	1.27
Northside	1.10
Cluster 4 (Harlandale)	0.67
Cluster 11 (Hondo)	0.59
Uvalde	0.49
Cluster 12 (Pearsall)	0.46
North East	0.16
South San Antonio	0
Cluster 17 (Floresville)	0

Table 1
Educators Served by District via Related Services Workshops[a]

Special Education Program	No. of Educators Served[a,c]	Rough Index of Program Size[b]	Incidence
Alamo Heights	4	3,146	1.27
Eagle Pass	40	7,828	5.11
East Central	7	4,152	1.69
Edgewood	45	16,220	2.77
Judson	14	8,092	1.73
North East	5	31,304	0.16
Northside	34	30,857	1.10
San Antonio	78	56,308	1.39
South San Antonio	0	10,126	0
Southwest	45	4,830	9.32
Cluster 4	13	19,487	0.67
Harlandale	13	14,333	
La Vernia	0	655	
Natalia	0	656	
Somerset	0	1,340	
Southside	0	1,886	
Stockdale	0	517	
Cluster 5	46	7,744	5.94
Asherton	0	499	
Brackett	0	557	
Carrizo Springs	36	2,620	
Crystal City	0	2,286	
D'Hanis	0	239	
Knippa	0	136	
La Pryor	0	473	
Leakey	0	267	
Sabinal	1	540	
Utopia	9	127	
Uvalde CISD	2	4,110	0.49
Cluster 7	57	4,961	11.49
Kerrville	3	2,889	
Bandera	0	960	
Center Point	4	335	
Divide	0	4	
Hunt	0	80	
Ingram	24	482	
Medina	26	211	
Cluster 11	3	5,051	0.59
Hondo	1	1,620	
Lytle	0	665	
Medina Valley	1	1,468	
Devine	1	1,298	
Cluster 12	2	4,371	0.46
Pearsall	2	2,308	
Cotulla	0	1,260	
Dilley	0	803	
Cluster 15	28	3,331	8.41
Fort Sam Houston	5	1,324	
Lackland	4	814	
Randolph	19	1,193	
Cluster 16	10	4,938	2.03
Pleasanton	9	2,236	
Charlotte	1	478	
Jourdanton	0	894	
Poteet	0	1,330	
Cluster 17	0	2,457	0
Floresville	0	1,809	
Poth	0	648	
Non-public schools	58		
Non-ESC 20	17		
Total (exclusing non-public and non-ESC-20)	433	229,313	1.89

[a] Data based on time period of July 1, 1981 through December 31, 1981.
[b] 1980-81 ADA from Texas Public School Directory
[c] District affiliation was missing for 6 workshops serving a total of 94 educators or only for about 15% of the 638 participants.

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Workshop Report: Physical Activities for Severely Handicapped (attached)

DATE: December 14, 1981

Because we had no written objectives and it was difficult to interpret data on this workshop, we've gone ahead and typed up the verbatim comments. In that way you can make the best sense out of the data.

No one suggestion dominated the data and most suggestions were unrelated to each other -- we could not draw firm conclusions. However, we offer the following ideas for you to check out with your own reading of the comments:

1. Gearing such presentations to lower level clients (MR and S/PH).
2. Use of more audience participation.
3. Continuing to build on the relationship/differences between Adaptive PE and OTs and PTs.
4. More on Related Services resources (materials, equipment, text,...)

cc: Stan Drezek/(Project Files)

Attachments: 2 copies of Workshop Report
Original WEFs

SD:js

WORKSHOP EVALUATION REPORT

WORKSHOP TITLE Physical Activities for Severely Handicapped DATE OF WORKSHOP: 11/20/81

CONSULTANT/PROJECT: Britt Zuflacht/Dr. Joan Moran/877 Related Services

EVALUATION STAFF PREPARING REPORT: Judy Spencer REPORT DATE: 12/4/81

MAJOR OBJECTIVES (SUMMARIZED):

None stated.

LENGTH OF WORKSHOP: 7 hrs. NUMBER ATTENDING: 81 NUMBER (%) COMPLETING WEF: 47 (58%)

TYPE OF PARTICIPANTS: Participants were mostly PTs, OTs and A.P.E. instructors with all levels of students.

FINDINGS ON THE IMPACT OF THE WORKSHOP

A. Less than half (45%) of the respondents indicated moderate or substantial new learning. This places the workshop at the 3rd percentile for comparable workshops.

B. The majority (63%) of the respondents indicated they will apply their learning, which could result in moderate or large increases in effectiveness. This places the workshop at the 22nd percentile for comparable workshops.

PARTICIPANT COMMENTS

The respondents showed an overall positive reaction to the workshop, and indicated the ways in which it was most beneficial were -

- "Good having children here to observe and work with." (17 comments)
- "Discussing the difference between OT, PT and APE in school setting" and learning "how the roles overlap and inter-relate." (10 comments)
- "...more for teachers, not PT-OTs...basic knowledge for LPTs." (3 comments)
- "Benefited from Dr. Moran's lectures." (2 comments)
- "A couple of the demonstrated activities. Ideas received from some of the slides and verbal communication." (2 comments)
- "I acquired new knowledge on how to evaluate children." (1 comment)
- "Feel it dealth with physically handicapped far more than mentally or emotionally handicapped." (1 comment)
- "The describing of the autistic and schizophrenic." (1 comment)
- "Reminder of importance of observation as a tool for assessment." (1 comment)
- "Very beneficial to see what types of activities adapted physical educators do, why they do them and with whom." (1 comment)
- "Well conducted...geared to teaching APE instructors how to deal with problems and how to work with other services." (1 comment)

- "...beneficial in reaffirming our own progress and inter-relations as well as improving and clarifying areas of expertise and expectations." (1 comment)
- "The knowledge that other groups of professionals can be helpful to my program." (1 comment)

Verbatim responses to the question "How could the workshop have been made more useful to you?" were -

- "Would like to know more of what Adaptive PE teachers are and their role in working with the handicapped child."
- "I would have liked to have seen more slides on gross motor activities with the children in both individual and group setting."
- "List of current periodicals and texts. Bibliography."
- "If it were geared directly to MR."
- "More concrete instructions on how to do some similar things without the equipment. Send people to demonstrate."
- "Possibly an outline of the particular events and approaches taken, for the benefit of the individuals with minimal knowledge of severe and profound MR (or any subject at hand). Although this may be costly, requesting additional manpower to run off forms."
- "The title and description could have more clearly specified there would be a greater emphasis on physical problems."
- "More audience participation."
- "More critiquing of kids' performance - quality."
- "Needed more realistic input for group work - socialization aspects, interaction, completion at low level, etc."
- "CAMS -- more explanation of the program and use."
- "Perhaps less slides of the same individual unless a specific idea is to be pointed out."
- "More specific assessment immediately following working with kids."
- "To have seen the instructor work with the very severely and multihandicapped individual, such as Ramon."
- "I am interested in the mildly involved child mainstreamed into the 60+ kid classroom, but I realize this should not be covered in the subject."
- "More activities geared to SPH."
- "I came to hear what adaptive PE was receiving."
- "More information on actual adaptive games."
- "A handout could have been given describing some ways to work with the child in gross motor areas, i.e., ball throwing, rolling, balancing, etc."
- "More participation. More new ways of teaching new ideas."
- "I feel more severe children needed to be used for demonstration."
- "What an APE person would do with a specific problem case, rather than someone who is familiar with the child, i.e., spastic quad. Would have liked to know how they determine those that would benefit from APE."
- "Region 20 might help me use aids to better advantage. Region 20 might help me realize more possibilities included in my job."

As to how Region 20 could better meet their needs, fifteen respondents requested more workshops, with six of these making specific requests:

a) "Physical Ed. related activities for E.D. and autistic children of all ages."

b) "Sponsor more interdisciplinary workshops."

c) "Possibly an adaptive workshop with focus on other handicaps, i.e., ED, LD, etc."

d) "Having more workshops on severely handicapped children."

e) "By providing more workshops/speakers with direct reference to the SPH population."

f) "Special Ed kid in the normal PE or other classroom."

Additional comments as to how Region 20 could better meet the needs of the respondents were -

- "Our center has the professional staff; however, due to minimal space, we are unable to expand our program. I'd like information on materials available for MR level VI with severe physical handicaps, to improve our programming for our residents."
- "More information for PE teachers - I couldn't get the teachers I work with to this session."
- "Purchase CAMS system available."
- "Make sure they have adapted equipment always available - send out a list of what equipment they have."
- "Better operational courtesy phone - low volume."
- "Region 20 provides needs to my school fairly well. Perhaps more information on the types of resources for my particular field would be more beneficial." (from an Elementary PE teacher 1-5)
- "Equipment for activities."
- "They are helping beautifully at this time."
- "Have available more adaptive PE materials and books."
- "Provide students to demonstrate on, get actual CAM problems, which helps to generalize to others."
- "Equipment, evaluation of students, moral support - these have helped in the past, but we can always use more."

Approved Stan Drezek
Stan Drezek

js

RELATED SERVICES

A minimum of 60 students receiving OT/PT services consisting of evaluation and/or consultative assistance will participate in a more appropriate instructional program as defined in the OT/PT interview instrument, for 1981-82 and 1982-83.

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Estimate of number of students in a more appropriate instructional program because of P.L. 94-142 Related Services

DATE: May 10, 1982

Because you wrote an achievable objective for yourself last year -- you achieved it. This is just a record of the documentation supporting my estimates on the first objective for Related Services in the 1981-82 P.L. 94-142 application.

This objective calls for a minimum of 60 students receiving Occupational or Physical Therapy services to participate in a more appropriate instructional program. Based on three years' interview data, records of average therapist time spent per student, and total therapist time devoted to students assignable to this funding source, Evaluation Services data indicate for a four month period October 1981 through January 1982 about 100 students would be participating in a more appropriate instructional program.

SD:js

cc: Stan Drezek (Project Files)

Estimating the number of students receiving OT/PT services which result in a more appropriate instructional program

1. The OTs and PTs have had no turnover in staff in recent years.

2. Based on data collected in 75 interviews conducted from 1978-79 through 1980-81, a minimum of 25% and a maximum of 80% of the cases could be said to have improved (see table below). Assuming half of the category "easier to work with", half of the sub-category "definite improvements -- physical abilities only", and all of the last two sub-categories are indicative of more appropriate programming, this gives us 52% of the cases as our best estimate of cases in a more appropriate instructional program.

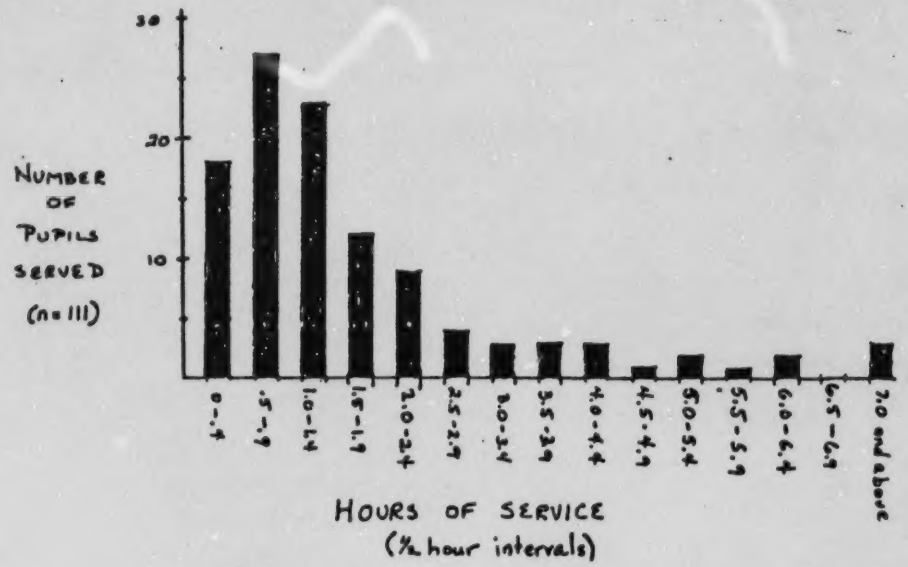
   Based on seventy-five interviews with teachers receiving OT or PT consultative assistance it appears that in about half the cases definite improvement in perceived skills has occurred. In an additional 25% the students are perceived easier to work with.

Percentage[a]	Degree of Impact
21%	MINIMAL EFFECTS
(21%)	*"There has been no noticeable improvement."*
24%	EASIER TO WORK WITH
(24%)	*"OT/PT/COTA services has made the child easier to handle and work with."*
54%	DEFINITE IMPROVEMENTS
(29%)	*"There has been definite improvement in the child's physical abilities, but no other educational improvements."*
(13%)	*"There has been definite improvement in the child's physical abilities with accompanying educational gains in other areas."*
(12%)	*"The child's physical improvement with accompanying education gains in other areas has been substantial."*

[a]Based on 75 interviews conducted over three years.

3. In 1980-81 we established therapists spend an average of 1.7 hours per student based on Service Logs for the Child Find/Serve therapists covering the time period from September 1, 1981 through December 31, 1981.

. An average of 1.7 hours of service per student (including all 111 students) were provided by the Child Find/Serve therapists. Forty-one percent of the students received less than one hour of service, 43 percent received 1.0 to 2.9 hours of service, and the remaining six percent received three or more hours (see graph below).



4. For a four month period October 1981 through January 1982

Person	Approximate time on P.L. 94-142	Total CA & DS Hours	P.L. 94-142 CA & DS Hours
BZ	.5	80.3	40
RB	.5	188.8	94
SS	.9	164.7	148
AY	.4	288.1	115
(Total)			(397)

an estimated 397 therapist hours were assignable to P.L. 94-142 monies -- or just about 200 cases (see following page).

5. Therefore, at even two hours per case, about 200 students would have been served and therefore well over 60 in the objective would have been in more appropriate programming -- probably 100 would have been so affected.

Table 4

RELATED SVCS. GENERAL CODES (Oct. 1981 – January 1982)

Month	General Codes from the Weekly Activity Reports															
	CA[a]	WS[a]	OS[a]	RW	SD	PL	MC[a]	AK[a]	AP[a]	IC[a]	SM	PD	PM	LV	TK	
Oct.	23.5	24.0	0	0	8.0	69.0	0	2.0	0	6.0	3.0	0	1.0	18.5	17.7	
Nov.	30.5	46.0	0	0	0	80.7	0	2.0	0	0	5.0	0	0	10.0	25.8	
Dec.	10.0	26.5	0	0	0	26.0	0	2.0	0	0	5.0	0	0	0	14.3	
Jan.	17.3	74.0	0	0	4.5	49.7	0	0	0	0	0	0	0	2.5	22.5	
	80.3	170.5	0	0	12.5	225.9	0	6.0	0	6.0	13.0	0	1.0	31.0	80.3	678
Oct.	48.6	3.3	8.5	3.7	0	76.8	0	1.5	4.7	2.0	4.0	0	0	1.0	43.7	
Nov.	55.3	3.0	15.0	0	6.0	44.1	0	7.0	2.3	0	3.5	0	0	16.0	38.5	
Dec.	12.3	5.7	3.7	0	0	36.3	0	0	1.0	0	2.7	0	0	0	18.3	
Jan.	35.2	6.0	10.2	20.0	0	47.7	0	3.0	3.0	0	0	0	0	6.0	11.0	
	151.4	18.0	37.4	23.7	6.0	179.7	0	11.5	11.0	2.0	10.2	0	0	23.0	131.5	600
Oct.	41.5	1.3	0	4.5	0	67.9	0	0	0	0	6.5	0	0	8.0	32.3	
Nov.	51.4	6.0	4.0	5.0	0	60.6	0	5.3	0	7.5	8.5	0	0	0	42.2	
Dec.	28.3	0	2.0	0	0	19.6	0	0	0	0	5.7	0	0	8.0	16.5	
Jan.	35.5	4.0	9.0	4.0	1	59.5	0	0	0	1.5	1.0	0	0	21.0	32.0	
	156.7	11.3	8.0	13.5	1	207.6	0	5.3	0	9.0	21.7	0	0	37.0	123	516
Oct.	73.0	0	0	0	0	47.3	0	0	0	0	0	0	0	16.0	35.9	
Nov.	77.8	2.0	1.0	0	0	39.6	0	5.3	0	0	4.0	0	0	24.0	41.1	
Dec.	16.2	0	7.8	0	0	25.3	0	0	0	0	8.0	0	0	12.0	17.0	
Jan.	30.7	0	31.0	41.6	0	29.0	0	0	0	0	0	0	0	4.0	32.5	
	198.3	2	39.8	41.6	0	191.2	0	5.3	0	0	12.0	0	0	56.0	126.5	62

Notes:

a. Oct. = 4.0 wks., Nov. = 4.6 wks, Dec. = 2.0 wks, & January = 4.0 wks. or 14.6 wks. in all

b. These codes define contract time

Child Find/Serve
Related Services
Interview & Eval. Plan

CONFERENCE SUMMARY
EVALUATION SERVICES

Date: March 5, 1982

Program: Child Find/Serve--Related Services

Evaluation Staff Member(s): Stan Drezek

Project Staff Member(s): Britt Zuflacht

We agreed that interviewing teachers for a 4th year about the quality of OT/PT consultative assistance (Program narrative, Page 8) was not a concern of the project. Evaluation Services has sufficient data from the previous three years to estimate the percentage of students positively impacted. Instead, we agreed that doing a survey of the status of Related Services in Texas ESCs and producing this in a form which could provide recognition to the role of therapists in ESCs and our own Special Education component's Related Services efforts was more worthwhile.

In addition, Evaluation Services will continue to respond to Britt's requests for timely information on hours of service data and, at Britt's request, respond to other priority areas.

SD:js

cc: Patti Myers
Rodd Purswell
Britt Zuflacht
Stan Drezek (Project Files)

RELATED SERVICES IN TEXAS ESCs

AN ESC-20 PRODUCT

EDUCATION SERVICE CENTER -- REGION 20
1314 Hines Avenue
San Antonio, Texas 78208
512/271-7611

TABLE OF CONTENTS

-EVALUATOR'S INTERPRETIVE SUMMARY 1

-EVALUATION FINDINGS AND PROGRAM STAFF RESPONSE 2

-RELATED SERVICES PERSONNEL ON ESC STAFFS 4

-THE FUTURE OF RELATED SERVICES AT ESCs 5

-TOP PROBLEMS FACING LEAs PROVIDING RELATED SERVICES. . . . 6

-RELATED SERVICES PERSONNEL BY ESC. 7

-WHO TO CONTACT ABOUT RELATED SERVICES IN THE ESCs. 8

-COPY OF INSTRUMENT 9

EVALUATOR'S INTERPRETIVE SUMMARY

This summary contains the evaluator's interpretation of the findings. It offers the reader one perspective -- based on the evaluator's experience with the program.

The primary purpose of this study was to take a "snapshot" of the status of Related Services in Texas ESCs. We found:

- About two-thirds of our ESCs have Related Services positions, totaling in excess of sixty full-time equivalents.
- Occupational and Physical therapists account for just about half of these positions; there are about twice as many OTs as PTs.
- About 60% of the funding for Related Services positions comes from federal money.
- Occupational and Physical therapy are definitely in the future plans of ESC personnel administering Related Services.
- There are many (200+) therapists serving schools on LEA staffs, in non-LEA/ESC agencies, and private practice.
- Availability of qualified personnel, funding, and outreach to small schools are the top problems LEAs face according to ESC Related Services administrators.

The primary problem facing ESC Related Services in the early 1980's will be funding. As the ESC-20 Project Manager for Related Services pointed out, the dependence on federal money will have to end. If this is correct, then each Texas ESC which sees Related Services in its future must answer questions like these:

(a) What core positions as a minimum would comprise an ESC Related Services unit?

(b) Should direct service to LEAs on a contractual or cooperative basis be provided?

(c) How should direct service monies be negotiated to allow for consultant travel and paperwork and necessary secretarial and other support functions?

(d) What should be the elements of a regional service plan? e.g.,

i. identifying existing LEA, agency, and private therapists and the LEAs they serve;
ii. identifying what each regional special education program desires from the ESC -- whether it be direct service or support;
iii. identifying if and how ESCs should become the regional leader for Related Services without alienating LEAs or therapists;
iv. promoting through public relations regionalism and regional services.

Through some such regional approach preserving LEA special education program independence in selecting services, respecting existing service providers, and building on the legislative role for ESCs in providing regional leadership, Related Services could have a bright future in ESCs choosing to offer this service.

EVALUATION FINDINGS

Funding

Texas ESCs employ in excess of sixty full-time equivalent Related Services personnel; sixty percent are funded from federal monies, P.L. 94-142 specifically. Estimates by funding source:

Funding Source	Percentage
P.L. 94-142	60
State Visually Handicapped	20
Local District Monies	15
State Special Education	5

PROGRAM STAFF RESPONSE

The ESC-20 Project Manager for Related Services believes as federal monies become reduced, ESCs are going to depend more on local district monies. Perhaps the ratio of federal to local support may go from 4:1 to 1:1. Besides depending more on local monies, we need to be concerned about providing the maximum amount of service per unit of cost. For outlying school districts travel reduces service time. For all school districts paperwork, report writing, record keeping, and secretarial time need to be addressed in developing contracts.

EVALUATION FINDINGS

Role

About two-thirds of our ESCs have Related Services personnel on staff. We estimate the 60+ Related Services personnel to be distributed by role as follows:

Role	Percentage of all ESC Related Services Persons
OT	30
PT	16
Adaptive P.E.	3
O & M	11
Psychologist/Associate Psychologist	21
Other	19

Furthermore, OT and PT services in particular appear to definitely be in the future plans of ESC persons responsible for Related Services -- about half the ESCs see OT services in their future and about one-third PT services.

PROGRAM STAFF RESPONSE

The ESC-20 Project Manager for Related Services thought the ratio of OT:PT might be even greater than 2:1. Districts tend to see OTs as having more general training and skills and being able to do nearly anything except bracing. The Project Manager sees a PT as having a definite place on an ESC staff, especially since schools will be less likely to have this expertise.

All ESCs will need to work at appropriate relationships among OTs, PTs, and Adaptive P.E. therapists. The overlaps in training, skills, and responsibilities can be a source of problems unless all groups work together.

EVALUATION FINDINGS

LEA Related Services

A very rough estimate of the number of OTs and PTs working in the school districts of Texas would be about 200 -- about equally divided among private consultants (possibly the most frequent), other agencies, and LEA staffs (possibly the least frequent).

By far the most frequent problem Texas LEAs face in providing Related Services, according to ESC sources, was the availability of qualified personnel. Funding and outreach to small schools were other frequent problems.

PROGRAM STAFF RESPONSE

Regional cooperatives for therapy services -- like what we're trying to put together here in ESC-20 -- would allow ESCs to serve local districts not able to attract qualified personnel. With districts able to attract qualified personnel, our job would be to help the districts identify therapists and provide supportive services to therapists working in schools for the first time.

Table 1

Related Services Personnel on ESC Staffs by Funding Source[a]

Funding Source	FTE[b] (Full-time equivalents)	Percentage
P.L. 94-142/ECE	37.0	60.2
State Supplemental Services for the VH	11.6	18.4
Local	9.0	14.3
State Special Education basic monies	3.0	4.7
P.L. 95-561 (formerly 89-313)	1.5	2.4
Total	62.1 FTE	100.0%

Table 2

Related Services Personnel on ESC Staffs by Role

Role	FTE[b] (Full-time equivalents)	Percentage
OT	18.2	29.3
Psychologist/Assistant Psychologist	13.2	21.2
PT	10.1	16.3
O & M Instructor	7.0	11.3
Adaptive P.E.	2.0	3.2
Speech Pathologist/Therapist	2.0	3.2
Other Coordinator of Direct Services Music Therapist VH Services Parent Counselor Infant Stimulation Referral Specialist/OT/PT Services Sect. RMT	9.6	15.5
Total	62.1 FTE	100.0%

[a]Does not include ESC-V or ESC-XIII who did not respond to survey.

[b]Where multiple funding sources were cited and only a joint percentage given we had to assume an equal split among the funding sources.

Table 3

The Future of Related Services at ESCs

"Which of the following Related Services areas do you see Special Education at your ESC being involved in during 1982-83 and beyond (i.e., after this year)?"[a]

Type[b]	Number
OT direct services	9
OT consultant services	8
Consulting with schools for OT or PT services	6
PT direct services	7
PT consultant services	6
Adaptive P.E.	3

Other Types of Related Services[c]	Number
Orientation & Mobility	5
Music Therapy	3
Speech Therapy	3
Counseling	2
Appraisal	1
Contracting on limited basis for VH & AH services	1
Consulting with schools for all other Related Services	1
Infant Stimulation	1
Psychological Consultant Services	1
Classroom/Behavior Management	1

[a] Does not include ESC-V or ESC-XIII who did not respond to survey.
[b] Listed on instrument.
[c] Cited by contacts themselves.

Table 4

Top Problems Facing LEAs Providing Related Services

"What are the three top problems your school districts face in providing Related Services to Special Education students?"[a]

Category	Frequency
Availability of qualified personnel (specific positions often named)	20
Funding to pay for related services	6
Outreach to isolated schools	6
Miscellaneous	1 or 2
Education needs vs. medical needs	
Lack of coordination with public and private services	
Need for itinerant services	
Facilities	
Spanish speaking assessment	
Paper work required	
Should public schools be providing related services?	
The schools need to educate their related service personnel to school policy and procedure. In return, the schools need to have a general knowledge of OT & PT.	
Assessment to determine eligibility is inadequate (due to lack of personnel)	

[a]Does not include ESC-V or ESC-XIII who did not respond to survey.

Table 5

Related Services Personnel by ESC

Region	Related Services FTE	OT FTE	PT FTE	Estimate of OTs & PTs working in or with schools		
				On School District Staff	Agencies Serving School Districts	Private Consultants
ESC-I	2.0	1.0	0	6	8	2
ESC-II	0	0	0	1	2	8
ESC-III	4.6	1.0	0	2	1	5
ESC-IV	9.0	0	0	0	0	0
ESC-V						
ESC-VI	0	0	0	0	3	8
ESC-VII	4.0	3.0	0	4	10	2
ESC-VIII	4.0	0	2.0	0	2	0
ESC-IX	1.25	0	0.5	0	0	3
ESC-X	20.3	7.2	5.6	28	9	12
ESC-XI	0	0	0	11	0	17
ESC-XII	0	0	0	2	1	1
ESC-XIII						
ESC-XIV	0	0	0	0	4	1
ESC-XV	0	0	0	0	8	4
ESC-XVI	5.0	1.0	1.0	0	2	0
ESC-XVII	2.0	1.0	0	0	4	1
ESC-XVIII	4.0	0	0	0	5	0
ESC-XIX	1.0	0	0	4	2	3
ESC-XX	5.0	4.0	1.0	2	9	15
Total	62.15	18.2	10.1	60	70	82

Table 6: Regional Service Center Special Education Related Services Contact Persons

Region	Special Education Related Services Contact Person	Title	Phone
ESC-I	Annabel Pena	Coordinator for Related Services	(512)383-5611
ESC-II	Pat McBurnett	Coordinator	(512)883-9288
ESC-III	Lloyd L. Morean	Director of Special Education	(512)573-0731
ESC-IV	Sylvia Mulcahy	Coordinator for Related Services	(713)462-7708
ESC-V			
ESC-VI	Elaine Weisenhorn	Child Find/Serve Consultant	(713)295-9161
ESC-VII	Venedia Watkins	Associate Director for Special Education	(214)984-3071
ESC-VIII	James R. Riddle	Coordinator of Special Education	(214)856-3728
ESC-IX	Janine Henschel	Special Education Director	(817)322-6928
ESC-X	Ertie Lou Rinehart	Coordinator of Direct Services	(214)231-6301, ext. 261
ESC-XI	Faye Baker	Data Management Consultant	(817)625-4326
ESC-XII	Laura Wallace	Referral Consultant - Child Find/Serve	(817)756-7494, ext. 28
ESC-XIII			
ESC-XIV	No Related Services Personnel on Staff		
ESC-XV	Pat Speck	Program Director, Special Education	(915)653-7526
ESC-XVI	Dr. Gene Norman	Director of Special Education	(806)376-5521
ESC-XVII	Mrs. Carol Lust, O.T.R.	Direct Service Consultant/Occupational Therapist	(806)792-4000, ext. 272
ESC-XVIII	Carol T. Gruben	Assistant Director, Region 18	(915)563-2380
ESC-XIX	James T. Mancell	Division Administrator	(915)779-3737
ESC-XX	Britt Zuflacht	Project Manager	(512)828-3551

Please return to: Britt Zuflacht
ESC-20/Related Services
1314 Hines Avenue
San Antonio, Texas 78208

1. Who is the primary contact person at your Service Center for providing Special Education Related Services to your districts?

   Name_____

   Title_____

   Phone_____

2. Please list the name, title, funding source (e.g., P.L. 94-142, P.L. 89-313, district money) and total percent of time employed for any Related Services personnel on staff.

Name	Title	Funding Source(s)	Percent
a.			
b.			
c.			
d.			
e.			

3. Are any of the Related Services personnel you listed above primarily providing direct service to school districts? (If so, circle their names in the above item.)

4. Which of the following Related Services areas do you see Special Education at your ESC being involved in during 1982-83 and beyond (i.e., after this year)?

   _____ OT direct services
   _____ OT consultant services
   _____ Consulting with schools for OT or PT services
   _____ PT direct services
   _____ PT consultant services
   _____ Adaptive PE
   _____ Other types of Related Services (please specify)

   _____

   _____

   _____

5. What are the three top problems your school districts face in providing Related Services to Special Education students?

   a.

   b.

   c.

6. Could you give a rough estimate of the number of OTs and PTs currently working in the schools or with the schools in your region?

   _____On school district's staff

   _____In agencies serving school districts

   _____Private consultants hired on needs basis by school districts

Thank you

PROJECT ACES

At least 30 Region 20 severely handicapped students who are in need of communication devices will receive a more appropriate education through participation in a coordinated program of evaluation, inservice, consultation and technical assistance.

Estimating Number of Cases Impacted

(1) 124 cases are carried on the ACES Cases log

(2) About 59 were from prior to the 1981-82 Program Year (January 1980 through June 30, 1981)

(3) About 65 were in the 1981-82 Program Year

35 had no tester assigned (assumed no service)

13 had a tester but no test data documented (assumed served)

17 had a tester and test data documented

(4) Assume 50% of the prior to 1981-82 cases were still being serviced (based on our experience doing interviews this is a reasonable assumption)

(5) Because of (3) and (4) about 60 cases would have received services in 1981-82.

(6) Based on 18 valid interviews, 14 cases (78%) demonstrated more appropriate programming.

(7) Therefore, about 46 cases, total, would have been receiving more appropriate programming because of our services.

Summary of Interviews on ACES Cases

CASE A

The non-vocal consultant helped the teacher evaluate students, told her where to go from there, and how to incorporate the new suggestions into the existing programming. The teacher said to answer all questions with an "A+". It was not clear from the interview whether the teacher--who was very rushed--was referring to the specific client or to general perceptions of help from the non-vocal consultant. The interview had to be abruptly terminated.

CASE B

The non-vocal consultant and speech therapist tried a communication board, which did not work. However, they settled on sign language which was working. Even the family has gotten involved in learning sign language. While the student has a long way to go, she is able to communicate better. The speech therapist believed the help she received would be valuable over the long-haul, that the student is able to communicate and/or interact more appropriately with teachers and peers, but--while being worked on--is not yet able to participate in and receive more appropriate programming. The speech therapist was very pleased with the services received.

CASE C

The same speech therapist as in Case B worked with the non-vocal consultant. She was really excited about the progress that the student made. When the student first came she was a "spoiled brat, uncooperative and unhappy." Since the non-vocal consultant and speech therapist started the student on the communication board her whole personality changed. She is happy and pleasant. Since the beginning of the school year the student has added about 50 words to her board. The non-vocal consultant has supplied stacks of pictures for the board--they're even trying an electronic communication device with the child. The non-vocal consultant also provided consultative assistance to other educators and the parents involving this child. The speech therapist viewed the help she received as proving valuable over the long-haul. She thought the student for sure is able to communicate and/or interact more appropriately with teachers and peers and definitely is able to participate in and receive more appropriate programming. She was very pleased with the help received and saw a big improvement in the student.

CASE D

This student's two speech therapists said they received a great deal of information about communication boards which helped them develop one for the student. The help included background information, specific training for using an electronic board and page-turner, and help with some mechanical difficulties encountered. They believed this assistance would be valuable over the long-haul. When the student started with the speech therapist she could not communicate. With the help they received she has really developed, especially her vocabulary. She can now communicate her needs and wants. These therapists felt both that the student is able to communicate and/or interact more appropriately with teachers and peers and is able to participate in and receive more appropriate programming. According to the therapists they could not have gotten as far without the non-vocal consultant. They would not have been able to try out communication devices and just would not have had access to or money for needed services.

CASE E

The interviewer's basic impression was that the therapists (same two as in Case D) were apologizing for this student not being more effected. However, the lack of results was definitely attributed to situational factors--and not any lack on the part of ESC-20's non-vocal consultant. The nature of the help they requested was more consultative assistance than a service to the student. They received the general information on communication boards and called in the non-vocal consultant when the student was reaching the frustration level and the therapist needed guidance. As a direct result of the service to this student an inservice was done for the entire school on communication devices. The help they received would help them with other children, but according to them would not make a difference for this child in either his ability to communicate and/or interact with others and definitely has not led to more appropriate programming.

CASE F

This student's speech therapist had not worked with as severely handicapped a child before and definitely benefitted from the consultant's direction. Specific help was received with developing a communication board and visiting the parents; other communication devices and materials were discussed but the speech therapist did not need to use these services. The speech therapist definitely believed the help she received would prove valuable over the long-haul to the student; she also was very pleased with the help she received and thought the student was both able to communicate and/or interact more appropriately with teachers and peers and was able to participate in and receive more appropriate programming.

CASE G

The student had a very new speech therapist with little experience. The most important aspect of the non-vocal consultant's assistance was to help the therapist know whether or not she was on the right track. The specific help included first seeing if any of the mechanical devices would be beneficial. Since they were not, the speech therapist and consultant decided to redo the outdated communication board; they got the necessary pictures together and completed it. The consultant also met with the student's parents and helped the therapist develop long term goals and objectives. This advice in helping to set up a better program led the therapist to believe the student would be receiving more appropriate programming besides also communicating and interacting more appropriately with teachers and peers. So, the therapist saw the assistance as valuable over the long-haul. The only problem that was run into was that the consultant gave her findings verbally and forgot to send a written report--it was eventually sent.

CASE H

The same therapist was involved here as in Case G. The consultant discussed mechanical aides that could be used but their decision was that the student needed other skills, especially reading, to recognize words. The speech therapist has come to believe the student has ability but has not had the benefit of someone working with her. Again the consultant helped the therapist develop long-term goals and objectives and, again, the speech therapist believed the student would be receiving more appropriate programming and was communicating and interacting more appropriately with teachers and peers.

CASE I

The speech therapist was pleased with the help she received and believed the consultant's recommendations gave weight to her own recommendation that the student needed a communication device. Because of the non-vocal consultant's input, a device was purchased by the school district as soon as money was available for use at school. The consultant made several visits to explain the device to the classroom teacher and parents. The parents have not yet found the money to purchase a device for use at home. The speech therapist viewed the use of this device as proving valuable over the long-haul and was pleased with the help received. While the student has a long way to go, progress is being made in his ability to communicate and/or interact more appropriately with teachers and peers. The speech therapist felt the student is <u>somewhat</u> able to receive more appropriate programming.

CASE J

The consultant recommended first a communication board and then a Handi-Voice. However, in both cases the student refused to use the devices. The speech therapist attributed this entirely to the student's personality. It is not clear if the assistance would prove valuable over the long-haul, and to what degree the student might communicate and/or interact more appropriately with teachers and peers. However, paradoxically, because of Project ACES and the consultant, while the specific communication devices were not picked up on, the student's program got changed and the speech therapist definitely believed because of this the student would be receiving more appropriate programming.

CASE K

The interviewer probed very heavily to rule out any socially desirable response, but was absolutely convinced this teacher believed the service received made a real difference in this child's life. The service the consultant provided included placing the student on a Rebus symbol system (a Zygo-16 was tried but did not work) and providing suggestions on communications boards as well as language programming in general. The Rebuses really turned the student around and were central to long-term programming. The teacher wrote Rebuses into his three-year IEP. With the help of the non-vocal consultant the teacher was able to take a child who was going to be severely handicapped and have the possibility of making him much more normal. A spin-off from this case was that the district will be placing other students on Rebuses. Again, according to the teacher, there was a "day and night" difference in the student who is now able to communicate and/or interact more appropriately with teachers and peers and is able to receive more appropriate programming. The teacher went on to say how prompt, professional, and sensible was the assistance, stating it was some of the best consultation she ever received.

CASE L

The consultant only saw the student at the initial screening session and the teacher did not receive the follow-up she needed on some of the optional equipment to use with the Handi-Voice. The concrete assistance provided during the screening was the discussion of communication boards and recommendation to use the Handi-Voice. The speech therapist hoped the use of the Handi-Voice would be beneficial over the long-haul. Even though it was just a screening the teacher did feel because of the assistance received the student would be able to communicate and/or interact more appropriately and receive more appropriate programming. The student, according to the speech therapist, had come a long-way. The therapist was somewhat miffed at the lack of follow-through.

CASE M

The Speech Therapist said this was really just a one-shot consultation where the consultant talked about other possibilities including sign-language. However, the specific help received was the design of a communication booklet which was done in the course of one visit. Since trying out and using the booklet the therapist changed the student over to sign language since the booklet was not proving effective. While it was a one-shot visit there might be big-range implications. The speech therapist said the student gained point skills, the ability to associate pictures with real objects, and his educators knowing he was capable of more. The speech therapist was convinced that although this was just one visit it resulted in specific skills and knowledge on the part of the student and his teachers that would mean the student is able to receive more appropriate programming. The speech therapist was pleased with the services she received and only wished she was more aware of all the services available--it was strictly by chance she happened upon the non-vocal consultant.

CASE N

The help of the non-vocal consultant and others at ESC-20 has meant a great deal to this student, last year and this year. Specifically, the consultant helped set up a communication book (not board), trained school and parents on the Handi-Voice, and generally visited about once a month providing materials and keeping an ongoing interest in the student. The resource teacher positively believed this assistance would prove valuable over the long-haul. She saw the student as having made great strides because of assistance from Project ACES and unhesitatingly stated he is able to communicate and/or interact more appropriately with teachers and peers and is receiving more appropriate programming. The resource teacher was very satisfied with the services.

CASE O

When the student was first seen by the speech therapist she only said "hi", "bye", "yes", and "no". Now the student shares the View-Point with Case P. She is doing better -- unfortunately she does not have a View-Point to use at home. The therapist volunteered she would do anything to let people know about the project -- President Reagan or whomever -- it is just that beneficial. Besides getting the View-Point going, the consultant helped the therapist try out the Zygo-16, provided enlargements and reductions of materials, and worked with the student's other teachers. The speech therapist thinks the help received would prove valuable over the long haul, that the student is able to communicate and/or interact more with teachers and, especially, peers, and is receiving more appropriate programming because of the use of the View-Point and better relations with other children. The speech therapist really appreciated the non-vocal consultant, calling her a "god-send".

CASE P

This student shared the View-Point with Case O. His mother had been unsure about sending him to public school. According to the speech therapist, he's "doing beautifully" and "willsomeday become a very productive citizen". His parents may even have ordered a View-Point for him at home. The speech therapist said she feels free to call the non-vocal consultant anytime and that the consultant keeps her up-to-date on new ideas and articles. The help she receives would prove valuable to this student over the long haul. The information and View-Point (which other children in this student's ECE-H class are most interested in) has enabled the student to communicate and/or interact more appropriately with teachers and peers and he is able to receive more appropriate programming.

CASE Q

The teacher interviewed on this case included comments of the student's speech therapist as well. When the student entered the teacher's class she had a communication board with pictures of words. The teacher and therapist felt the board was entirely too restrictive; it was difficult for her to use. The teacher and speech therapist looked for a number of ways for the student to communicate better. They re-referred the student to Project ACES. The non-vocal consultant assisted in working out an encoded communication system using Rebus symbols paired with words. The consultant was a tremendous asset in getting formats for the board and laminating Rebus pictures. Of course, the teacher and speech therapist did all the legwork on the board itself. Among the services the consultant provided were suggesting the Cannon Strip printer after the Rebuses themselves became too restrictive and ordering materials. The teacher stated her help is definitely going to matter in the long run -- that each time she comes out she adds to what they've discussed. They said the student is <u>definitely</u> able to communicate and/or interact more appropriately with teachers and peers and <u>partially</u> will be receiving more appropriate programming. They say "partially" in the sense"we can understand more of what she is trying to communicate to us -- in terms of academics it merely gives us a better tool for assessing her. We've been very pleased with the consultant -- she's really gone out of her way. She gives us the ideas to run with and she is easy to reach and comes out very quickly."

CASE R

The ECE-H teacher said the non-vocal consultant helped in (1) evaluating the student's strengths and weaknesses, (2) providing which words to use on the communication board and materials for the board, and (3) getting the parents involved. The student still tenses up with the communication board and leans toward vocalizing but the teacher is continuing with the program. The only negative comment she made was that last year it took a whole year getting a student referred, but this year the help was okay. The teacher thought the help received would prove valuable over the long haul. Interestingly, while she saw Project ACES meaning the student will receive more appropriate programming, she did not see her as being able to communicate and/or interact better because of the student's tensing up with the communication board.

CASE S

The teacher interviewed had only had the student a couple of months and did not feel highly qualified to answer the questions. The student was using the Bliss Symbolic Board and the non-vocal consultant had been out in January to update the Bliss Symbols. She said at that time she would be back monthly to update them but had not been there again, either in February or March. The consultant did, however, meet with the parents. If the consultant could come out regularly it could have a long-term affect on the student as his board is in need of updating. While there has been this follow-up concern, the teacher definitely believed the consultant's ideas on cards and activities to use has definitely resulted in the student being better able to communicate and/or interact more appropriately with others and receive more appropriate programming. And, slowly but surely, the student is getting more involved. It really is up to the student to take the initiative.

Form 119

1981-82
Child Find/Serve
ACES

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Pat Wasson

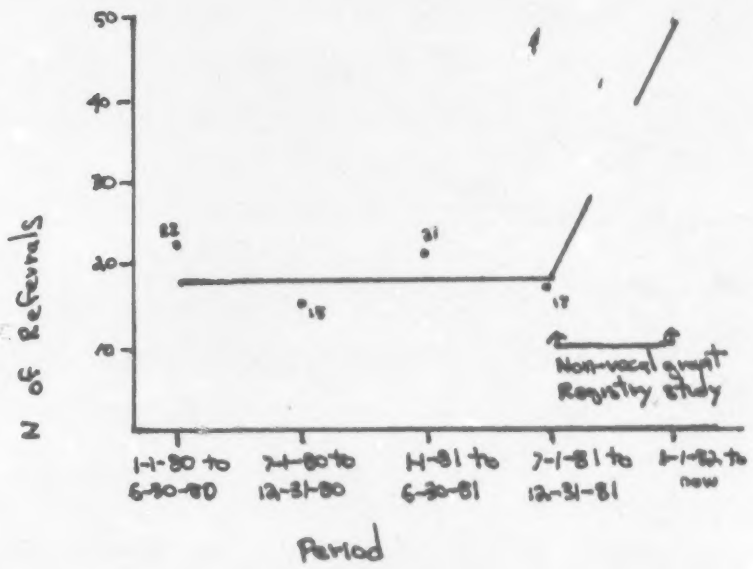
FROM: Stan Drezek

SUBJECT: ACES cases

DATE: August 9, 1982

We have been working cooperatively throughout this year to get the ACES cases data filed and logged. This is the latest information I have:

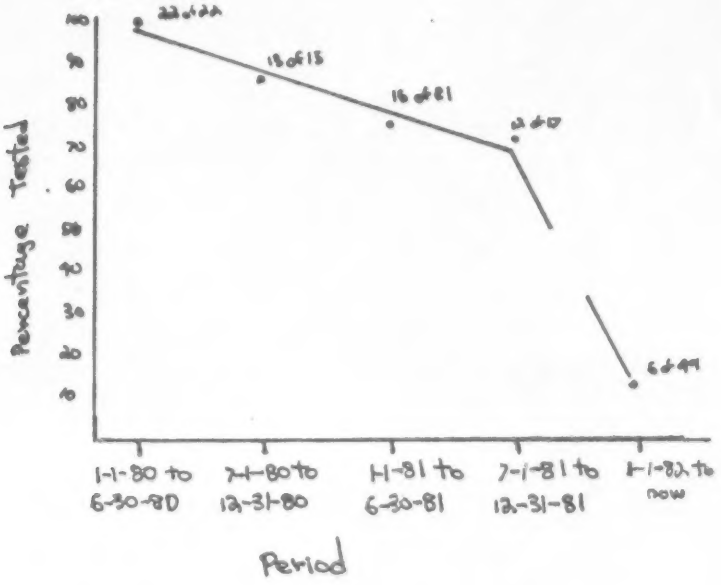
(1) 124 students have been referred to Project ACES to date. However, valid referral dates are absent for about half these cases. Based on the most reasonable assumptions this is the pattern of referrals:



The non-vocal grant had a dramatic effect on generating referrals.

(2) We have designed a Project ACES CASES log with the following categories of information (copy attached) and status of use:

STUDENT NAME	All cases have names
DISTRICT NAME	About 90% of the cases have school district names. Only a couple of cases do not (duplicate or non-public). About 10% of the cases have SASH or SA state school designations.
CHILD FIND/ SERVE ID	About 77% of the cases have ID numbers. All cases without ID numbers have been 1982 referrals, i.e., paperwork was not processed.
DATE REFERRED TO ACES	50% of the dates are missing.
DATE TESTED AND EVAL. REPORT FILED	We could not locate reports on about 22% of the 69 cases with a "Date Tested" given. There is not much of a backlog from previous years; there is for this year's large number of referrals.



TESTER	About 73% of the cases have a tester assigned; most cases--obviously--without an assigned tester were recent cases.
FOLLOW-UP DATES	This is a new item of information and is just starting to be used.

cc. Rodd Purswell
Jane Francis
Stan Drezek (project files)

SD

PROJECT ACES CASES

Student Name	District	Child Find/ Serve ID #	Date Referred to ACES	Date Tested	Eval. Report Filed(Yes/No)	Tester	Follow-up Dates (MM/DD/Y

Form 119

1981-82
P.L. 94-142
ACES

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Pat Wasson & Paula Gardiner

FROM: Stan Drezek

SUBJECT: Getting my files on ACES-relevant workshops up-to-date

DATE: February 2, 1982

Items 5, 6, and 7 below come from the ESC-20 P.L. 94-142 application. I wanted to be sure I had workshop forms documenting all the work you've done. I've listed what I have. What else should I add? Thanks.

5. Schedule and conduct one workshop on non-vocal communication each year (in-region).

   (I'm sure we did a major workshop with outside consultants, but I don't have a record of it.)

6. Conduct one out-of-region workshop per year.

12/10/81	5 hours	21 persons	Assessment & Intervention with non-vocal clients (Waco)

   (another scheduled)

7. Conduct three campus-level workshops per year (on request).

9/30/81	3 hours	44 persons	Becoming familiar with communication systems (NISD)
11/6/81	1 hour	27 persons	A sequence to follow in designing/ implementing language boards (?)

   (were there others?)

Additional work not specifically on non-vocal, but related to the speech area

8/20/81	1 hour	59 persons	Identifying speech problems...(SAISD)
8/27/81	6.5 hrs.	22 persons	Identifying speech problems...(Eagle Pass)
1/18/82	1.5 hrs.	111 persons	Identifying speech and language problems and the Del Rio Language Screening Test (Del Rio)

cc: Pat Wasson
Paula Gardiner
Stan Drezek (Project Files)

SD:js

CHILD FIND/SERVE - 877

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
8/20/81	Language and Language Problems	Wasson	1.0	58	58
8/20/81	Behavior Management	Axtell	1.0	103	103
8/24/81	Communication Systems	Wasson	3.0	44	132
8/26/81	Community Resources (2 sessions 1 hour each)	Axtell	2.0	24	48
8/27/81	Language Development	Wasson/Gardiner/ Tynan	6.5	22	143
9/2/81	Special Education Management System	Herrera	6.0	6	36
9/9/81	Portage Project Model	Wasson	3.0	8	24
10/6/81	Make-n-Take for Basic Skills	McConnell-Purpura	4.0	9	36
10/9/81	Behavior Management	Axtell	2.0	55	110
10/28/81	What to do with the Special Ed Kid in the Regular Classroom	McConnell-Purpura	1.5	38	57
X 10/28/81	Counselor Share Fair - Child Find Booth	Axtell/Wasson/ Villalpondo/Gardiner	Unknown	Drop-In	
11/6/81	Community Resource Fair (TSTA)	Axtell/Villalpondo	Unknown	Drop-In	
11/6/81	Communication Boards	Gardiner	1.0	27	27
12/10/81	Non-Vocal Communication	Gardiner/Brown	5.0	21	105

-77-

Child Find/Serve - Page 2

Date	Workshop Title	Presenter	Length	No.Att.	Ed.Hrs.
1/18/81	Identifying Language Problems - Del Rio Screening	Wasson	1.5	56	84
			1.5	55	82.5
1/18/82	Making Behavior Management Simple	Axtell	1.0	27	27
			1.0	49	49
			1.0	11	11
1/21/82	Behavior Management	Gardiner	3.0	32	96

EXCERPT FROM THE NON-VOCAL RESEARCH EVALUATION REPORT (SUMMARY)

EVALUATOR'S INTERPRETIVE SUMMARY

This summary contains the evaluator's interpretation of the findings. It offers the reader one perspective -- based on the evaluator's experience with the program.

Working through ESC-20's nineteen special education directors, lists of early childhood teachers, speech therapists, and teachers of multihandicapped, and every lead suggested by their extensive experience in the Region, the project consultants attempted to identify and register all the non-vocal students in the schools. Ultimately 444 students were identified by teachers as belonging to the category "non-vocal".

A conceptual definition of non-vocal students guided the registry. A non-vocal student was defined as one for whom speech is temporarily or permanently inadequate to meet his or her communication needs. A non-vocal student may evidence speech; however, a large proportion of that speech is either not meaningful, functional, or understandable.

An operational definition further limited the registration. The student had to be registered by ESC-20 ECE-H teachers, speech therapists, teachers of the multihandicapped, or other special educators on the "Speak Up for the Non-Vocal" form. Furthermore, to be considered non-vocal, under the item -- What is this Student's Principle Means of Communication? -- the teacher must list a category other than "intelligible speech", i.e.,

- Little or no attempt to communicate
- Gestures or sign language
- Vocalizations (sounds)
- Communication boards or devices, typewriter, handwriting
- Unintelligible, non-functional speech

The registry process proved very successful. As stated above, nearly 450 students were registered establishing (1) a lower-bound estimate on the size of the non-vocal population, and (2) a need for alternative communication systems, and (3) prerequisites in the population characteristics that suggest it would benefit from service. Notwithstanding the limitations in data collection which underestimated the number of non-vocal students in some programs and especially at 0-2 and 12+ years, the registry process was an important step for the non-vocal project in documenting the potential for servicing this population.

The project also attempted to show non-vocal students were underassessed without testing adaptations. It proved impossible to select a random sample that would meet the need for generalizing to other populations and provide appropriate cases to illustrate the range of possible test adaptations. Therefore, it was not possible to make any generalizations about underassessment of non-vocal students.

Finally, the project staff compiled a manual which analyzes assessment instruments in terms of their communications model, presents possible adaptations for non-vocal students, and discusses cases to illustrate the adaptation process.

Objective 1.0: This objective calls for identifying non-vocal students age 0-21 in ESC-20 by December 31, 1981 as evidenced by completed survey forms on 85% documenting a list of specified information. Four hundred and forty-four non-vocal students were identified, all specified information was collected on all identified students with the exception of(F.)test information and(G.)Non-vocal assessment. The identification process was completed in March.

EVALUATION FINDINGS: *incidence of non-vocal students*

Four hundred and forty-four non-vocal students were identified, averaging just about two students per thousand students enrolled (0.2%) or about 1.35% of all special education students. (See Table 1 in body of report)

PROJECT STAFF RESPONSE:

The consultants for the non-vocal project believed an incidence figure somewhat closer to 1% of students enrolled would be closer to the population parameter. Factors lowering the incidence obtained were discussed and included (a) students attending residential programs, (b) students not in school at all, (c) inadequacies in collecting the registry data, and (d) lack of identification of students from special education programs which did not have local professionals working specifically on alternative communication systems. *Still this figure of about 450 established a large non-vocal population in ESC-20's service area.*

EVALUATION FINDINGS: *differences in LEA incidence*

There could be real problems with the teacher reported incidence data: one special education program identified an unusually large percentage; five reported unusually low percentages. (See Table 1)

PROJECT STAFF RESPONSE:

The major variable effecting incidence was definitely seen as the degree to which the local special education program provided services relevant to alternative communication systems and/or the degree of the non-vocal consultants outreach to the special education programs. Programs with a lot of professionals providing services, either locally or from ESC-20, tended to register high numbers of non-vocal students. In order to get services to non-vocal students, you have to have the local program professionals servicing these students and requesting help.

EVALUATION FINDINGS: *attention to speech*

Twenty-five percent of the identified non-vocal students attend to speech in the environment with only eye contact, body movement, or less. Sixty-two percent are capable of understanding simple commands, directions, statements; fifteen percent understand more complex speech. (See Table 5)

PROJECT STAFF RESPONSE:

It looks like there is strength in the receptive language area that could be the basis for Project ACES intervention, i.e., there appears a high potential for servicing the non-vocal population in ESC-20.

EVALUATION FINDINGS: *type of communication system*

Of the approximately 80% of the identified non-vocal students who attempt to communicate, about one-quarter communicate via gestures/sign language or via communication devices of various kinds. The other three-quarters exhibit only vocalizations (sounds) or unintelligible, non-functional speech. (See Table 5)

PROJECT STAFF RESPONSE:

These figures read to consultants as meaning a large number -- about 270 (444 x 80% x 75%) of the non-vocal students identified are attempting to communicate without currently having an alternative communication system. Ag[illegible] there appeared to be a high potential for servicing this population.

EVALUATION FINDINGS:

Yet, teachers attribute valid test data for 70% of these students. (See Table 5)

PROJECT STAFF RESPONSE:

According to the consultants, teachers were considering the Vineland, Alpern-Bolle, and other "other-report" measures as if they provided data on the students' capacity as opposed to their functioning level. They felt this meant the teachers could really be underestimating the students' potential capacity.

EVALUATION FINDINGS: *age distribution*

Teachers report relatively high numbers of non-vocal students in the 3-5 year old category (about three times as frequent as the average), average numbers in the 6-11 year old group, and lower numbers in the 12-14 age group -- the incidence picks up to near average levels for 15 and older. (See Table 2)

PROJECT STAFF RESPONSE:

The consultants saw this partially as an artifact of the data collection process they employed. Early childhood teachers were specifically contacted, but elementary and secondary special education teachers were only indirectly contacted. Also, public schools only have limited 0-2 programs. Where there was a lot of contact the incidence was about three times average. This "three times average" also showed up above (Table 1) in the case of the highest incidence program where local services were well developed. It looks like something on the order of this higher frequency could be an upper bound estimate for incidence.

EVALUATION FINDINGS: *handicapping conditions*

Handicapping conditions attributed to non-vocal students tend to be Mental Retardation and Speech Handicapped. Very few receive Learning Disabled, Emotional Disturbance, Hearing Impaired, Autistic, and Other Health Impaired labels. Visual handicapped and Orthopedically handicapped labels occur somewhat more frequently than others, but nowhere as frequently as the primary two. (See Table 2)

PROJECT STAFF RESPONSE: While non-vocal students obviously would tend to be speech handicapped and MR classified, the lower numbers in other categories probably are not accurate. Again, the data collection methods were inadequate -- teachers of the ED, deaf, autistic, etc., just were not directly contacted. The percentages for speech are probably overestimates and those for other categories underestimates.

EVALUATION FINDINGS: *instructional arrangement* Sixty percent of the non-vocal students were on special education campuses with an additional thirty-five percent in self-contained units on regular campuses. (See Table 3)

PROJECT STAFF RESPONSE: These struck the consultants as pretty restrictive placements with a lot of potential improvement -- at least in some percentage of the cases as services could be provided to these students and alternative communication systems developed.

EVALUATION FINDINGS: *Related Services* All the usual forms of Related Services are used to support identified non-vocal students -- about 80% receive speech therapy and 40% to 50% physical therapy or occupational therapy. (See Table 4)

PROJECT STAFF RESPONSE: There was really no response to this other than that each district is very different in terms of the priority it gives to Related Services.

Objective 2.0: This objective calls for determining the extent to which a selected sample of 20 non-vocal students were underassessed by June 30, 1982. It proved impossible to select a random sample that would answer this question and also provide appropriate case studies to illustrate the range of possible test adaptations. The project staff opted for selecting a non-random sample which would be most useful in developing the manual of test adaptations. Any conclusions about the degree of underassessment cannot be generalized beyond the sample selected.

EVALUATION FINDINGS: Evaluation Services was not successful in providing a random sample of students which met the needs of project staff. Any conclusions about the degree of underassessment cannot be generalized beyond the sample selected. Evaluation Services did design the data-gathering form for the project staff which was used.

PROJECT STAFF RESPONSE: The only valid way to adapt tests is to work around physical or sensory deficits. There is no way to validly adapt a test when the primary deficit is cognitive.

This was not specified in drawing the initial samples. However, on interviewing the initial subjects, it became readily apparent that the subjects were not prime candidates for test adaptations and the selection criteria was narrowed to candidates with physical handicaps. This was accomplished by selecting subjects from the "orthopedic" or "multi-handicapped" classifications.

Objective 3.0: This objective calls for compiling a manual of test adaptations. As stated in the evaluation plan, Evaluation Services was not budgeted for this objective and consequently, no evaluation of the manual was undertaken.

PUBLIC AWARENESS

School district personnel, appropriate medical professionals, parent support groups, and the general public including the Spanish-speaking population, will experience at least four public awareness events in each year of the 1981-82 and 1982-83 cycle detailing the services of Child Find/Serve including special emphasis on identification of handicapped children ages birth through five.

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Rodd Purswell

FROM: Stan Drezek SD

SUBJECT: Child Find/Serve Staff Response to Resource Identification and Public Awareness

DATE: May 13, 1982

NOTE: SEE RESOURCE IDENTIFICATION OBJECTIVE FOR A SUMMARY OF BOTH RESOURCES AND PUBLIC AWARENESS WORK BEFORE AND AFTER THE DATE OF THIS MEMORANDUM

Attachment II is the Evaluation Findings and Program Staff Response section of our memo of February 12th on Resource Identification and Public Awareness.

Attachment I updates this with comments of four of the six Child Find/Serve staff members about this section. (The Family Specialist's comments were not available for inclusion and the Resource Identification Specialist's comments were part of the original document.)

The comments seem to be saying -

(1) Minidirectories are, in fact, the way to go...

(2) Updating resource agencies is still important...

(3) Public awareness needs to be increased...

SD:js

cc: Patti Myers, Rodd Purswell, Alan Axtell, Paula Gardiner, Pat Wasson, Rita Villalpando, Robert Herrera, Stan Drezek (Project Files)

Public awareness

The Project Manager felt more needs to be done, but that considering the money we've spent in the past, we should concentrate on inexpensive things now. One Referral Specialist sees public awareness as very important. She suggested signs on buses. The other Referral Specialist feels we're weak, that we need to increase public awareness of our direction-service aspect, and efforts aimed at school districts and the medical community. The Data Manager agreed that we need an intensive effort, suggesting radio spots and more emphasis on our Spanish speaking population.

STUDENT REFERRAL SYSTEM

ESC-20 Child Find/Serve will maintain a child identification, information, and referral system for unserved and inappropriately served school-age handicapped students in 1981-82 and 1982-83.

TRACKING SYSTEM

Child Find/Serve will maintain a computer-based data bank of information on students referred to provide for the production of the quarterly tracking report, follow-up reports for LEAs, and 90-day follow-up schedules.

March 31st Update (Based on April 6, 1982 printout)

What is the disposition of those cases referred to Child Find/Serve between April 1980 and March 31, 1982 needing 90-day follow-ups?

- One hundred fifteen such cases were documented on the tracking system.

Quarter	Number
April - J 1980	28
July - Sept. 1980	20
Oct. - Dec. 1980	16
Jan. - March 1981	13
April - June 1981	7
July - Sept. 1981	5
Oct. - Dec. 1981	11
Jan. - March 1982	15
Total	115

- Four of 72 cases were documented with satisfactory placement; however, an additional 11 cases designated status code 0 had dates in the "IEP date" data element, suggesting 90-day follow-ups had been done also.

Status	Description	N
0	Active case	68
1	Release - deceased	1
2	Release - ineligible	13
3	Release - another ESC	2
4	Release - another state	1
5	Inactive - satisfactory placement	4
6	Inactive - unable to locate	15
7	Inactive - parent refusal	11
	Total	115

- According to the SEMS consultant, TEA requires 11 data elements to be reported on Child Find/Serve cases. For the six codes ESC-20 assigns or receives at the time of referral ESC-20 has all the data -- virtually no missing data. However, for five codes, LEAs must supply information; there is much missing data.

Sample Period	LEA Date	ARD Date	Prog. Date	IEP Date	Handicap Code
April 1 - Sept. 30, 1980[a]	64%	47%	49%	89%	47%
April 1 - Sept. 30, 1981[b]	25%	67%	67%	92%	75%

[a] N = 45 cases

[b] N = 12 cases

DEFINITIONS OF TYPES OF REFERRALS

Level I Referral (Information calls - not tracked)

Conceptual Definition. Those contacts made with Child Find/Serve which do not involve a specific child but are general information calls. These calls are supposed to be recorded on the Quarterly Technical Assistance Summary* but are not recorded by a Survey Registration Form and therefore do not get into the tracking system.

Operational Definition. (unknown at this time as I have not studied the process used in capturing this data)

Level II Referral (Direction Service - tracked as Status 9)

Conceptual Definition. Those contacts made with Child Find/Serve which do involve a specific child. These calls generally fall into these types:

(a) Resource Identification
(b) OT/PT
(c) ACES
(d) Residential Placement

Operational Definition. All cases on the Child Find/Serve Tracking System with...

(a) "X" in 169 (not "well-defined"; vd. (d) in note below)
(b) For Referral dates after 800331 on "OTPT" in 117-120
(c) For Referral dates after 800331 a Flag in 244-246
(d) "X" in 169 (not "well-defined")

Note: As of December 1981 it sounded like Pat Wasson may be completing Survey Registration Forms routinely on any she does (a) through (d) and Paula does this on (b) through (d). Paula puts some Resource Identification cases in a file labeled "Direction Service only" and not entered into computer. Alan doesn't complete Survey Registration Forms on these, but enters onto TEA Quarterly Technical Assistance Report.

Level III Referral (Child Find/Serve Referral - tracked as non-Status 9)

Conceptual Definition. Those contacts made with Child Find/Serve where a specific child is referred as being inappropriately served or unserved -- necessitates 90-day follow-up.

Operational Definition. All non-Status 9 referrals on the system.

Note: Both Pat and Paula question the wisdom of our recording OTPT, ACES, and Residential Placement as Status 9. They feel we should consider reporting these as Level III status 0 until our work is completed -- so they would be reported to TEA on the tracking system. They consider them inappropriately served until action takes place.

*I am not sure everybody is completing this.

CONFERENCE SUMMARY
EVALUATION SERVICES

Date: November 13, 1981 **Program:** Child Find/Serve

Evaluation Staff Member(s): Stan Drezek **Project Staff Member(s):** Rodd Purswell

We reviewed the major evaluation findings of the last four years on the student referral system preparatory to this year's work.

EVALUATION FINDINGS

Strengths of system

"The existing referral system meets or exceeds the letter and spirit of all but one standard (TEA requirements)." (1977-78) "The Referral Specialists substantially follow the referral process as given in the proposal..." (1979-80)

"Persons seeking Direction Services report the staff show 'a real interest and concern' (84%) and provide them with 'clear information'. (75%)" (1979-80)

"The evaluator judges the Referral Specialists to have done an exemplary job in assisting LEAs in locating residential facilities." (1979-80)

PROGRAM STAFF RESPONSE

The Project Manager believed the data was still valid and that there was no need to reaffirm these data. He cited the lower number of referrals and the allocation of a full-time Resource Identification Specialist as factors contributing to maintaining the level of quality.

EVALUATION FINDINGS

Weaknesses of system

"Two of the 75 students sampled in 1980-81 had documentation in their files that a 90-day follow-up was done by their LEA." (1980-81) "The estimated number of incomplete follow-ups as of April 1, 1980 was 141 out of 408." (1980-81 -- covers period when ESC-20 responsible for follow-ups.)

"The percentage of missing data elements increased from 60% in 1978-79 to 70% in 1980-81." (1980-81)

PROGRAM STAFF RESPONSE

The Project Manager felt the decision to repeat this study was important. We need to see where we are. He felt that the program staff agreed there was a problem here, but that they did not perceive it to be as great as the data indicates. SEMS and ACES may be taking so much time of the consultant for Data Management and Referral Specialists time, respectively, that we may not be devoting sufficient resources to the tracking system. On the other hand, it may simply be the LEAs are still not giving us the information. Probably both reasons are involved.

EVALUATION FINDINGS

Opportunities for the system

"(Staff) need to examine what is required by TEA, what we are currently doing, and what is feasible to do...Some missing data could be obtained from SEMS...case files...telephone contacts... some on-site visits." *

"(Referral specialists) believe their greatest impact is in listening to the teacher and helping her meet the needs of the pupil." (1978-79) "60% of the teachers (interviewed) believed their students have needs which are still unmet..." (1980-81) However, about 85% of the teachers believe placements are appropriate." (1979-80 & 1980-81 data)

"Only about half...the teachers interviewed were aware of... Child Serve." (1979-80) "...60% (teachers) were not familiar with the Child Find/Serve program." (1980-81)

PROGRAM STAFF RESPONSE

The Project Manager stated we have spent a lot of time and money setting up the student tracking system and got some things going, but maybe we really need to concentrate on some type of follow-up. While follow-ups per se may not be our responsibility, it would be our job to see the schools are doing it. We may be sacrificing service to students for fear of upsetting superintendents. But how we do this without being perceived as regulatory is a big problem.

Besides being concerned about the tracking system, the Project Manager was even more concerned about the possible lack of knowledge among special education teachers on Child Find/Serve. There should not be a teacher in ESC-20 who doesn't know about our project. One action planned is distributing brochures to all special education teachers through the special education directors as well as physicians, agencies, and colleges of education.

cc: Rodd Purswell
Patti Myers
Pat Wasson
Paula Gardiner
Robert Herrera
Stan Drezek (Project Files)
Alan Axtell

SD:js

* This "finding" is a response of project staff as of 9/30/81

1981-82
Child Find/Serve
Referral

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Rodd Purswell

FROM: Stan Drezek

SUBJECT: Status of Referred Cases since April 1, 1980

DATE: December 9, 1981

I completed a quick study of the situation from the date your staff specified--attached are my findings. Here are the issues I recommend your staff needs to grapple with:

(1) The data that three of 78 cases necessitating 90-day follow-ups have documentation on the tracking system as having a 90-day follow-up is discrepant with the minimum standards for Child Find/Serve.

(2) There is a large percentage of missing data on TEA required elements--obviously LEAs are still not forwarding information.

(3) There appears to be a systematic decrease in the number of Level III Child Find/Serve referrals over the last six quarters.

(4) There is an argument for classifying some Level II referrals as Level III.

(5) There are differences in the way individual staff members are recording data--e.g., in the case of Level II Resource Identification cases, Pat completes Survey Registration Forms and forwards for computer entry, Paula completes them but files them, and Alan doesn't complete a Survey Registration Form but enters them on the TEA Quarterly Technical Assistance Report.

I hope you will involve me in further clarifying the tracking system so it can do what you and your staff want it to do.

SD/sf

cc: Patti Myers
Pat Wasson
Paula Gardiner
Robert Herrera
Alan Axtell
Rita Villalpando
Stan Drezek (project files)

Attachment

Response to Report on Child Find/Serve Student Referral System

In response to Evaluation Services' report on the Student Referral System, the Coordinator of Special Education held a meeting with relevant staff. Action was taken to clean up the documentation procedure, and will include writing-up a list of in-house procedures:

Child Find/Serve Cases

a. Cases were found with information on 90-day follow-up in the student files that never were received by the Data Manager and hence were not reflected in the computer output.

b. Cases will be flagged for follow-up when information is sent to schools and follow-ups will be sent every 30 days for cases which have no response from the schools.

c. Cases re-referred will be given new referral dates.

d. The appraisal consultant, as she makes her rounds, will be helping secure information on Child Find/Serve cases.

OT-PT/ACES/Residential Cases

a. They will remain status 9 pending outcome of the February TEA meeting.

b. Ten ACES cases were discovered which had not been entered into the computer and about sixty cases were found in the computer but without the ACES flag.

c. OT-PTs will be making a concerted effort to notify the Data Manager to flag cases they are serving and new referral dates will be entered for previously closed cases.

d. The OT-PTs and appraisal consultant will be keeping the TEA Quarterly Technical Assistance reports.

January 7, 1982

What is the disposition of those cases referred to Child Find/Serve between April 1, 1980 and September 30, 1981 needing 90-day follow-ups?

-- One-hundred ~~and two~~ such cases were documented on the tracking system.

Corrections to ovuym | memo made 7/26/82

Quarter	Number
April-June '80	28
July-Sept. '80	21
Oct.-Dec. '80	~~20~~ 18
Jan.-March '81	15
April-June '81	10
July-Sept. '81	8
TOTAL	~~102~~ 100

-- Two of ~~78~~ 74 cases were documented with satisfactory placement.

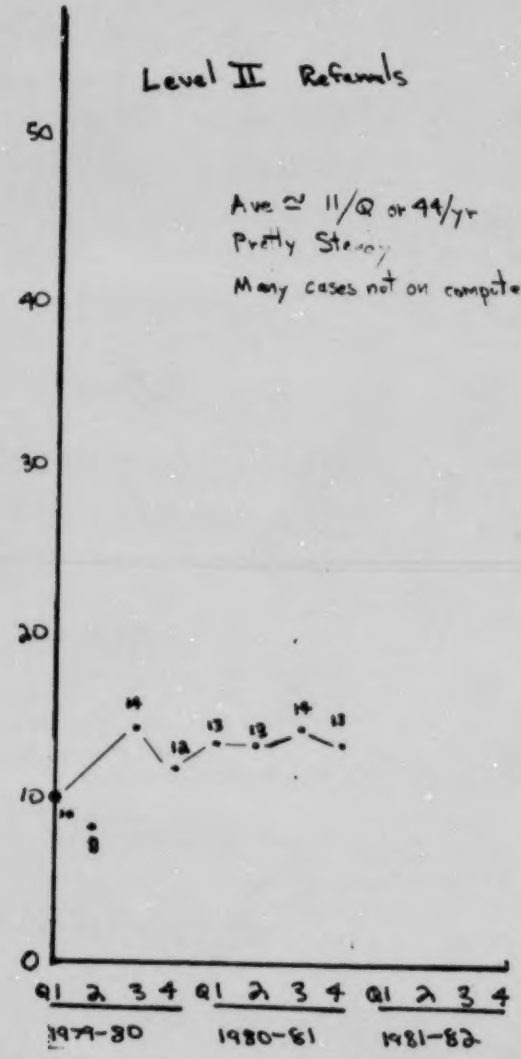
Status	Descriptor	N
0	Active case	~~78~~ 74
2	Release-ineligible	8
3	Release-another ESC	2
5	Inactive-satisfactory placement	2
6	Inactive-unable to locate	7
7	Inactive-parent referral	7
		~~102~~ 100

-- Three cases (including the two above) had documentation of a 90-day follow-up date on the teaching system*.

-- There is a large percentage of missing data on TEA required elements--so large, the percentage is not worth calculating.

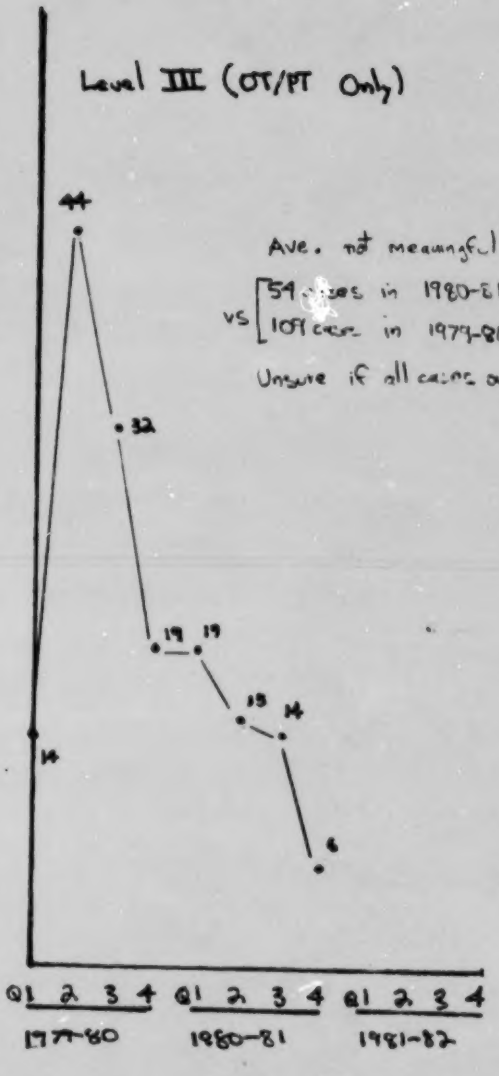
*Our study of April, 1980, substantiated no 90-day follow-ups in student case folders unless they were also on the computer.

Level II Referrals



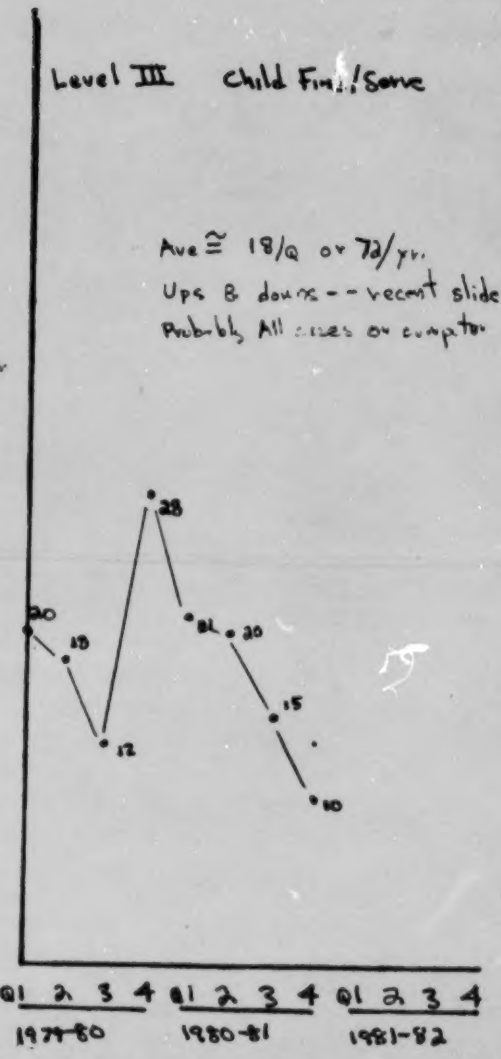
Ave ≃ 11/Q or 44/yr
Pretty Steady
Many cases not on computer

Level III (OT/PT Only)



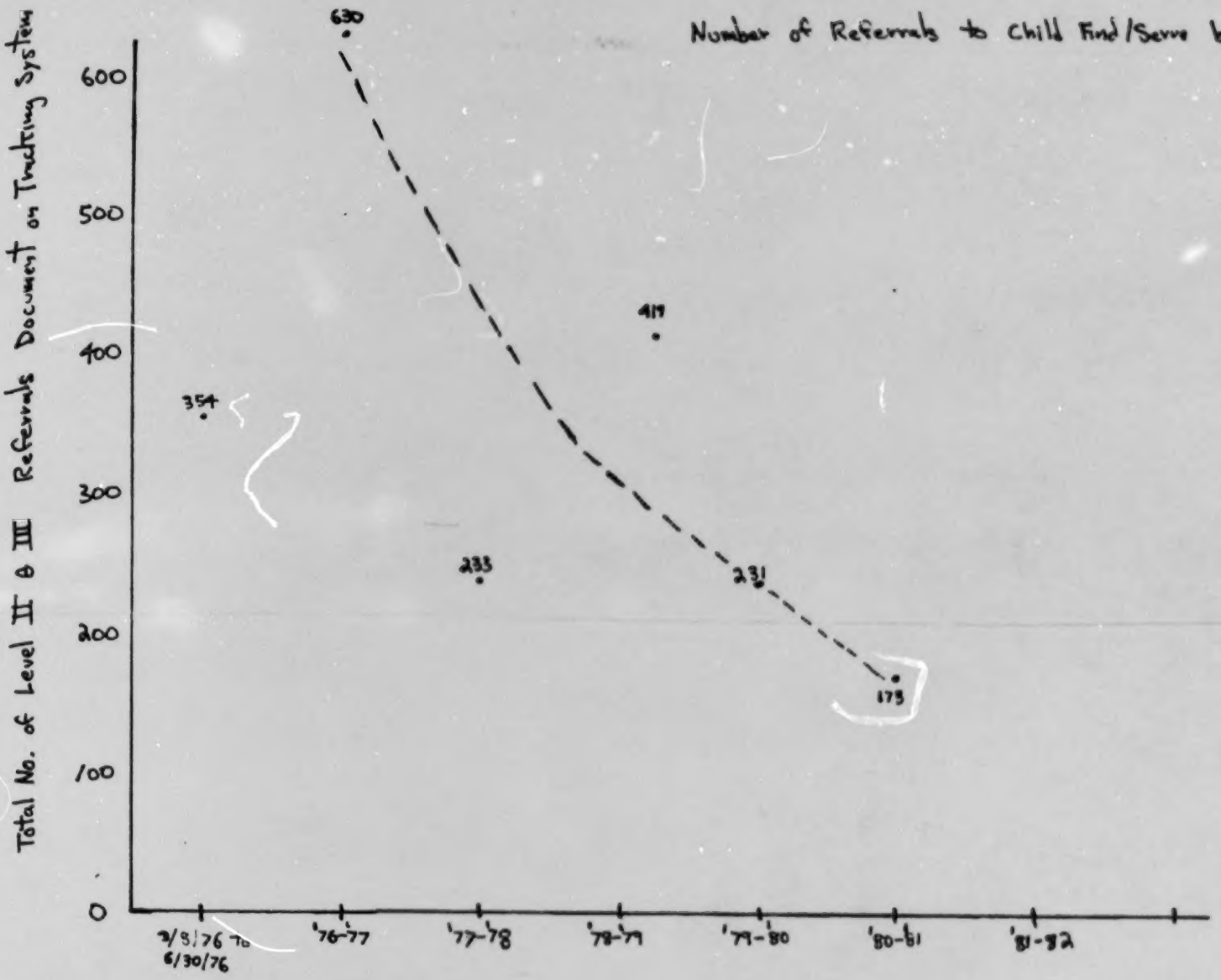
Ave. not meaningful
vs [54 cases in 1980-81
vs [101 cases in 1979-80
Unsure if all cases on computer

Level III Child Finds/Serve



Ave ≅ 18/Q or 72/yr.
Ups & downs -- recent slide
Probably All cases on computer

Number of Referrals to Child Find/Serve by Year[a]



a Note -- because of large number of ACES cases not on computer & some Level II's not on -- this will have to be updated.

113

Form 119

Child Find/Serve Related Svcs

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Britt Zuflacht

FROM: Stan Drezek

SUBJECT: Number of OTPT Referrals on Tracking System

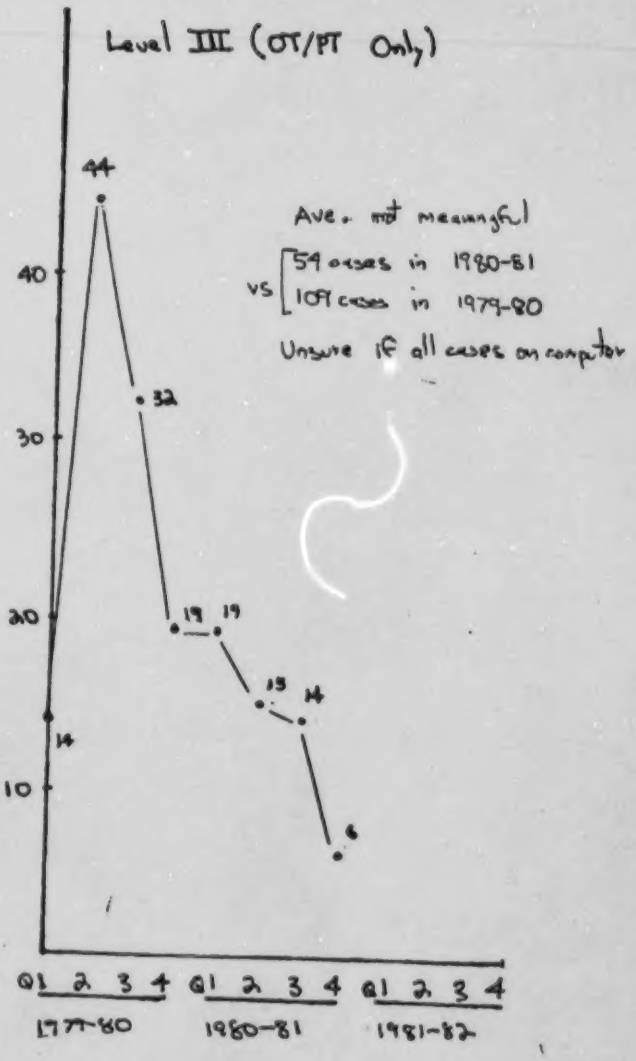
DATE: December 8, 1981

Look! The number of cases on Child Find/Serve computer system which are Status 9 OTPT has been dropping for about 18 months -- while I do not have data for last 6 months in clean shape (July 1981 → now) I believe these will be low also --

My Question! Whether you ultimately decide to put OTPT cases on computer or not, are all OTPT Child Find/Serve referrals getting to Robert. i.e. is the data reflective of reality or documentation problems. I'm especially concerned recent PT referrals which Shirley says are starting to come in, may not be on system yet.

THANKS

cc. Shirley Santini
Rose Ann Brown
Robert Herrera
Stan Drezek (Project Files)
Patti Myers
Rudd Pressell



STUDENT REFERRAL SYSTEM *

Region 20 LEA personnel will receive technical/consultative assistance from the Child Find/Serve referral specialists in the area of appropriate student placement during 1981-82 and 1982-83.

*This objective was not evaluation in 1981-82.

RESOURCE IDENTIFICATION

Region 20 school personnel, other professionals, and the public will have available an appropriately updated resource information system by which new and previously surveyed agencies providing services to the handicapped can be identified and accessed.

Form 119

1981-82
Child Find/Serve
Resource
Identification

1981-82
Child Find/Serve
Public Awareness

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Alan Axtell

FROM: Stan Drezek

SUBJECT: Updated Status Report on Resource Identificiation and Public Awareness

DATE: August 9, 1982

The major conclusions in the update to the February 12, 1982 report (summary attached):

- Minidirectories are, in fact, the way to go
- Updating resource agencies (including TEA priority agencies and new agencies) is still important
- Public awareness needs continued emphasis

RESOURCE IDENTIFICATION

EVALUATION FINDINGS

Strengths

The minidirectory approach continues to be a strength. The summer camping, daycare, services for high-school-aged handicapped, and tutoring services directories were all updated. PSAs and newspaper stories accompanied their release.

The working relationship with the San Antonio Coalition of Children, Youths, and Families has continued. An interagency agreement was executed with this agency. Also, SACCYF with ESC-20 supportive assistance was funded for a Developmental Disabilities Program grant--Project ABC. ESC-20's continued work with this project has been a real asset to the Project according to its director.

Weakness

There is inadequate documentation supporting who was sent, which directories, when. The list is too informal and incomplete.

Opportunities

A former "weakness", updating the approximately 200 resources according to TEA priorities, has definitely improved. Consideration is being given to TEA priorities for updating and the consultant's goal of 100 updates was met. However, about 25 priority 1, 2, and 3 agencies (infant programs, residential, and non-public schools) were not updated.

Identifying new resource agencies continues to be an opportunity. The last six months of 1980-81 saw eleven new agencies, versus three the first six months of 1981-82. Nine were identified for the last six months of 1981-82.

The consultant received nearly 50 requests in the third quarter for Resource Identification information--the evaluator judges this number could be significantly increased, even though it is greater than previous quarters and years.

RESPONSE OF PROJECT STAFF

1) Minidirectories do seem to be the proper approach. However, we need to be sensitive to over-kill on the minidirectory concept. Possibly a simple, yet broad based resource directory would still be a valuable tool--i.e. Blue Book of United Way.

2) SACCYF--Has been extremely valuable as a tool for development of interagency cooperation. This has been the high point of the past two years.

3) lack of documentation--a more comprehensive documentation of distribution of directories would be too time consuming and cumbersome at present.

4) TEA priorities need to be more closely followed, updating some minidirectories are not part of TEA priorities--a better way to count these updates is needed.

PUBLIC AWARENESS

EVALUATION FINDINGS

Strengths

The production and distribution of nearly 5000 copies of a well-written and illustrated bilingual brochure describing Child Find/Serve--its services, purposes, and toll-free number has been accomplished.

Weakness

For seven successive quarters, through March 31, 1982, the number of referrals to Child Find/Serve of unserved or inappropriately served students has been running quite low--about 20 or even less.

RESPONSE OF PROJECT STAFF

According to the Resource Specialist people still do not know enough about Child Find/Serve. Project ABC can be a vehicle for general public awareness about special education services

available through ESC-20, Child Find/Serve in particular. The greatest need we have is how to make more people aware of how to refer students and find resources. The way to do this is through personal contact. All five staff--the two Referral Specialists, the Data Manager , the Resource Specialist, and the project manager concurred--more, more awareness needs to be done.

The Resource Specialist pointed out TEA requires no public awareness. The Coordinator of Special Education has no plans for ESC-20 to undertake anything more than limited public awareness activities.

cc: Alan Axtell
Rodd Purswell
Jane Francis
Stan Dresek (Project Files)

Minimum Component V, Priority 1, Objective 4: Resource Information System

Activity 1. As of Dec. 1981 only 15 of 200 resources had been updated and no plan for updating was in effect. The Resource Identification Specialist organized the list of agencies to be updated by TEA priority and planned on updating 50%.

Question -- "Could you show me documentation showing how many resources are being updated and whether TEA priorities are being followed?"

As of June 29, 1982, 101 resources had been updated. The resource Specialist had labelled each resource on the list of agencies with its TEA priority number.

TEA Priority Number

	1	2	3	4	5	6	7	Total
Number of Resource agencies	4.0	37.0	16.0	64.5	31.5	5.0	41.5	199.5[a]
Number of updates	2.5	23.0	6.0	17.5	20.5	2.5	29.0	101
Approx. percentage	62%	62%	38%	27%	65%	50%	70%	51%

a--minor rounding errors

There is some indication priorities are being followed, but more can be done to follow them. The Resource Specialist believes updates are important because they generate new referrals.

Activity 2. The first six months of 1981-82 saw three new agencies identified; in the last six months of 1980-81 eleven were identified.

My question--"Could you show me a list of new resource agencies the dates identified, and the dates surveyed?" (Criterion = two weeks)

Between June 1, 1982 and June 30, 1982 nine new agencies were identified--and identified within an average of about four days.

Activity 3. The Regional Resource directory went to TEA, with TEA verbal approval to five adjoining regions, about 5/ special education program, and appropriate agencies (50 copies).

My question--"How have remaining 165 been distributed?"

Informal lists and notes characterize the documentation, these records are not formally organized by date, role, and number distributed. Also I am not sure all distributed directories are recorded. A list indicated 41 went to counselors, about 10 educators, and 25 to others (parents, agencies, ...). The Resource Specialist said many were passed out to parents and professionals without recording; about 75 remain.

Activity 4. My question--"What has been done on updating and distributing the summer camping mini-directory planned for April? I'd like to see a copy of last year's and this years."

By the end of April 1982 the "Overnight Summer Camps for Handicapped Persons" 1982-83 minidirectory was updated. The updated directory lists 15 Texas and seven out-of-state camps. Each listing gives the address, phone number, types of children accepted, sessions and fees, and a very brief program description.

Activity 5. My question--"What has been done on updating and distributing the daycare directory?" I've seen the update and according to you benefitted from our review...but specially who received it?"

The daycare directory was updated by the end of March 1982. Documentation on the distribution of the directory was not organized by date, role, and number distributed. Also, I am positive many, many more were distributed than our list records. Our list documents about 18 to parents and 46 to educators.

Additional Activities My questions--"When was the minidirectory on services for older, high school age handicapped student done?"

This was also done by the end of March 1982. It was an additional activity not in the proposal--the updating was fairly minor from the 1980-81 edition.

"This was not in the proposal, but you indicated you had plans. Has anything been done on the statewide residential services minidirectory?"

This is written into the 1982-83 program narrative.

"This was not in the proposal, but you indicated you had plans. What about tutoring services directory?"

This was completed in April 1982. Ten services were listed with a great deal of pertinent information provided in a two-page format.

"Could you show me the numbers for the 2nd and 3rd Q of 1981-82 on the TEA report reflecting use of the Resource System?"

Source	July 1, 1981 to September 30 N	October 1 to December 31 N	January 1, 1982 to March N
Parental	19	11	17
Medical	6	5	6
LEAs	4	8	13
ESCs	4	4	2
Other	6	7	9
	39	35	47

Minimum Component V, Priority 1, Objective 1: Public Awareness

Activity 1 & 2 Update the Public Awareness Log attached.

"How have the remaining 3500 Child Find/Serve brochures been distributed?"

Nearly all have been distributed. The largest group--about 2000--went to churches. The remaining have mainly been handed out at workshops.

"How have the 2000 special education brochures been distributed?"

A large box is placed in the Coordinator's office and as consultants present workshops they pick up a handful--there have been about two-thirds distributed at this point. The Coordinator has handled this.

"Do you continue to see public awareness especially for the spanish-speaking a priority?"

Yes. People still do not know all about Child Find/Serve. Public Awareness is a continuing thing--one never can do enough. The Developmental Disabilities Act grant the SACCYF received, Project ABC, is a major public awareness effort that I will be tapping into to make services available from ESC-20, not just Child Find/Serve, but all special education services, known. I have relied on the Family Specialist to do public awareness in the Mexican American Community. The biggest thing I wish we could do is to make more people aware of how to refer students and find resources. I want to go beyond brochures and PSAs--they just don't seem to do it. I emphasize personal contact.

Activity 3. Has the State ECE-H slide presentation been adopted? Does it detail the role, function, and referral process of ECE-H in ESC-20?

This was finished; three copies specific to ESC-20 are available. The slide tape does explain how, in general, to make referrals to the school districts of ESC-20.

Activity 4. Have the minidirectories been accompanied by spanish and english electronic media announcements?

At this point a spanish print and electronic media PSAs have been done as well as english-language print stories. The english-language PSA is pending.

"What is the status of work with SACCYF and SACCYF DDA proposal?"

I see this area as my greatest accomplishment--the development of the coalition and interagency networking. It is an area you can see results from--you don't have the same immediate feedback from the dissemination of the directories since their DDA proposal was funded myself along with Louise, Pat, and Paula will be intimately involved with them. Their project will <u>crack</u> the 0-3 referrals to see that services are provided, if indicated, we'll be recording the basic information about numbers and agencies. We're still working out the bugs.

Form 119

1981-82
Child Find/Serve
Resource Identification
& Public Awareness

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Rodd Purswell

FROM: Stan Drezek SD

SUBJECT: Child Find/Serve Staff Response to Resource Identification and Public Awareness

DATE: May 13, 1982

Attachment II is the Evaluation Findings and Program Staff Response section of our memo of February 12th on Resource Identification and Public Awareness.

Attachment I updates this with comments of four of the six Child Find/Serve staff members about this section. (The Family Specialist's comments were not available for inclusion and the Resource Identification Specialist's comments were part of the original document.)

The comments seem to be saying -

(1) Minidirectories are, in fact, the way to go...

(2) Updating resource agencies is still important...

(3) Public awareness needs to be increased...

SD:js

cc: Patti Myers
Rodd Purswell
Alan Axtell
Paula Gardiner
Pat Wasson
Rita Villalpando
Robert Herrera
Stan Drezek (Project Files)

ATTACHMENT I

Mini-directories versus large directories

All four persons, including the Project Manager, believed minidirectories were much better than the large ones -- easier to use and more specific. The only question raised was whether or not TEA would accept them -- but it was generally felt that they would.

Updating the directories

The Project Manager felt they should be updated, but not any specific number -- just do those which are more in demand. One Referral Specialist felt it was important to update because as public monies lessen, private agencies will be emerging. The other Referral Specialist felt it was important to have up-to-date information.

Decrease in number of Level III referrals

The Project Manager sees the decrease as a natural decline -- the more children found, the fewer left to find. He sees it as a shift from Child Find to Child Serve. The Data Manager felt some of the decrease may be because the schools are taking on some of the job -- also feels referrals are down because public awareness is low.

Public awareness

The Project Manager felt more needs to be done, but that considering the money we've spent in the past, we should concentrate on inexpensive things now. One Referral Specialist sees public awareness as very important. She suggested signs on buses. The other Referral Specialist feels we're weak, that we need to increase public awareness of our direction-service aspect, and efforts aimed at school districts and the medical community. The Data Manager agreed that we need an intensive effort, suggesting radio spots and more emphasis on our Spanish speaking population.

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Alan Axtell

FROM: Stan Drezek

SUBJECT: Status Report on Resource Identification & Public Awareness

DATE: February 12, 1982

The findings and response of project staff:

RESOURCE IDENTIFICATION

EVALUATION FINDINGS

Strengths

The consultant has supplemented and de-emphasized the large under-utilized Resource Directory and concentrated on topical mini-directories -- covering day care, camping, and services to high school age handicapped. The consultant has plans for other mini-directories on statewide residential services and tutoring services.

The day care directory is being proposed by DHR's Licensing Branch as a model for DHR to use in developing a statewide directory.

The consultant is getting about 35 requests per quarter for Resource Identification information.

Weaknesses

About 15 of 200 resources were updated -- TEA has a list of priorities for updates, but no requirement that all resources be updated each year. Updating is not a priority of the consultant, yet no plan for which resources to update, when, and why exists.

Opportunities

An opportunity to identify more new resource agencies exists. The last six months of 1980-81 saw eleven new ones, versus three the first six months of 1981-82.

The San Antonio Coalition for Children, Youths, and Families (SACCYF) networking proposal could be a source of interagency agreements.

PROGRAM STAFF RESPONSE

The Resource Identification Specialist organized the list of agencies to be updated by TEA priority number and the month the update was due. Then each month the specialist will do the highest priorities first, including higher priority resources from previous months. The specialist estimates 50% of the 200 resources will be updated.

According to the specialist the way to find out about new resources is through surveying resource agencies. As he does more updates, he believes more new agencies will surface,

as he always asks if the agency knows of new services. Another primary source of new agencies is ESC-20 consultants.

The SACCYF networking proposal has been turned in for Development Disabilities funding of a referral system for children 0 - 3. ESC-20 is in a supportive role providing in-kind services. The proposal represents an interagency agreement. Furthermore, cooperating agencies will be referring their 3-year olds to Child Find/Serve, i.e., a potential source of Level III referrals.

PUBLIC AWARENESS

EVALUATION FINDINGS

Strengths

5000 well-written and illustrated bilingual brochures describing Child Find/Serve -- its services, purposes, and toll-free number, have been produced. About 500 have gone to ESC-20 resource agencies and 1000 to ESC-20 special education programs.

Weaknesses

The number of Level III referrals requiring a 90-day follow-up has been steadily dropping to the point where we're getting only about ten per quarter.

The consultant reports, and our 1980-81 evaluation data supports, the judgment that not enough persons know that Child Find/Serve exists and how to reach it.

Opportunities

The consultant sees a need for increased public awareness in general and increased public awareness for the Spanish-speaking population.

The "creative distribution" of the remaining brochures through churches, PTAs, non-public schools, and other such agencies is being considered by the consultant.

PROGRAM STAFF RESPONSE

Again, the specialist believes the SACCYF proposal will lead to more referrals. Remarking that a frequent comment from the resource agencies is "I didn't know you existed", the specialist thought there would always be a need to do more public awareness, and his emphasis on that this year could impact positively the number of referrals. He definitely sees the need for a continued emphasis on public awareness.

The "creative distribution" of brochures is proceeding along. Churches and non-public schools are done; physicians working with children, principals via Principals Staff Development sessions, and parent support groups will be done. Other of our more "creative" ideas are on hold for now.

SD:js

cc: Patti Myers
Rodd Purswell
Alan Axtell
Paula Gardiner
Pat Wasson
Rita Villalpando
Robert Herrera
Art Gutierrez (Cover Memo)
Stan Drezek (Project Files)

Texas Education Agency
Department of Special Education
Education Service Center State and Federal Funds
Fiscal Year 1981-83

Form 1: Program Narrative
Plan for Services

Minimum Component: V
CHILD FIND/SERVE (continued)

Statement of Need and Priorities to be Addressed:

Priority 1 (continued)

Objectives	Activities	Accomplishment and/or Present Status of Activity
4. Region 20 school personnel, other professionals, and the public will have available an appropriately updated resource information system by which new and previously surveyed agencies providing services to the handicapped can be identified and accessed.	1. Update previously surveyed agencies according to the Resource Identification Priorities established by the Texas Education Agency.	As of December 1981 only 15 of 200 resources were updated and no plan for updating had worked out.
	2. Locate and survey new resources serving handicapped children within two weeks of initial identification.	New resources were surveyed within two weeks but only three were found between July 1, 1981 and December 31, 1981 as compared to 11 found during the first six months of 1981.
	3. Distribute an appropriately updated Regional Resource Directory to TEA, the remaining nineteen service centers, school district personnel within Region 20, and appropriate community agencies.	The Regional Resource directory went to TEA, with TEA verbal approval to five adjoining regions, to school district personnel (about five/sp.ed. program), and appropriate agencies (50 copies).
	4. Update and make available to special education directors within Region 20 and other interested parties a minidirectory detailing summer camping programs for the handicapped in Texas.	According to the consultant this will be done in April.
	5. Update and make available to special education directors within Region 20, teachers of young handicapped children, appropriate medical personnel, and parent support groups a minidirectory detailing regional day care centers accepting handicapped children and educational programs for the young handicapped child.	According to the consultant this will be done in April.
	Additional Work	(a) About 400 copies of a mini-directory on services for the older, high school age, handicapped students have been distributed. (b) The consultant sits on the board of the San Antonio Coalition of Children, Youth, and Families (SACCYF).

Texas Education Agency
Department of Special Education
Education Service Center State and Federal Funds
Fiscal Year 1981-83

Form 1: Program Narrative
Plan for Services

Minimum Component: V

CHILD FIND/SERVE (continued)

Statement of Need and Priorities to be Addressed:

Priority 1 (continued)

Objectives	Activities	Accomplishment and/or Present Status of Activity
	3. An adaptation of the State ECE-II slide-tape presentation in cooperation with the ECE-II consultant will detail the role, function, and referral process of ECE-II in Region 20.	This is not due until March 31, 1982 and according to the consultant it will be easily accomplished.
	4. Announcements in Spanish and English through the newspaper and electronic media will inform the public of the availability of the two minidirectories developed by Child Find/Serve and the referral procedure for unserved and underserved handicapped children.	This is not due until May 1, 1982 and according to the consultant it will be easily accomplished.
	Additional Work	(a) A one page brochure printed both in English and Spanish has already gone out to each of 107 area resource agencies, other ESCs, and various educators. 5000 copies were run and plans include distribution to the public through a wide range of groups including churches and parent support groups. (b) The general ESC-20 brochure on special education services contains a paragraph on Child Find/Serve. (c) The consultant presented on Child Find/Serve in conjunction with at least five other workshop events.

Texas Education Agency
Department of Special Education
Education Service Center State and Federal Funds
Fiscal Year 1981-83

Form I: Program Narrative
Plan for Services

Minimum Component: V

CHILD FIND/SERVE

Statement of Need and Priorities to be Addressed:

Priority 1: To provide to school districts, handicapped students and their parents, and community agencies serving the handicapped a continuing program for identifying unserved and inappropriately served handicapped students, for identifying regional resources for the handicapped, and for managing the Child Find/Serve system.

Objectives	Activities	Accomplishment and/or Present Status of Activity
1. School district personnel, appropriate medical professionals, parent support groups, and the general public including the Spanish-speaking population, will experience at least four public awareness events in each year of the 1981-82 and 1982-83 cycle detailing the services of Child Find/Serve including special emphasis on identification of handicapped children ages birth through five.	1. Announcements in Spanish and English through the newspaper and electronic media in Region 20, will detail the purpose of Child Find/Serve, and will provide a telephone number for referral of unserved and underserved handicapped children.	Such announcements in the form of PSAs were sent in Spanish and English to newspaper, radio and TV media.
	2. A "Know Your Community Resource Fair" will be conducted at the Education Service Center, Region 20 or an area mall where community agencies can inform school district personnel in Region 20 of programs and services provided by their agency.	The Fair was held at the November TSTA meeting. No documentation could be maintained on the number of educators stopping by the various booths. However, thirty-five agencies were involved besides Child Find/Serve.

SITE VISIT OF 12/17/81 WITH ALAN AXTELL

1. In 1978-79 we found non-educator audiences using our directory twice as frequently as educator audiences. We also found explaining to audiences how to use the directory increased use. Do these findings have any application to distributing the Resource Directory this year?

   (That data referred to a large directory) "This one is much more abbreviated and much more simple to use. Basically it is something you could sit down and figure out for yourself...Initially we distributed about five per special education director, about another 50 people have called in and we've just sent it out with a little note explaining what it is used for and a kind of brief description on the basic contents. The other way I distribute them is that if I am going to say, the Lion's Camp, I'll take one or two with me. It's kind of a neat way that I distribute them. I'll show them how to use it."

   The consultant did not have any specific plans for distributing them to non-educator audiences other than taking them with him on update visits.

Activity 3

2. Has the update Resource Directory gone to:

   TEA? *n = 1*

   19 ESCs? *n = 5; a telephone call to Ken Crow at TEA approved us sending it to adjoining regions only.*

   ESC-20 educators? *Yes -- all 19 programs received directories. A total of about 80 were sent out, roughly on an ADA basis.*

   Other agencies/persons? *About 50 (Evaluation Services did not examine list.)*

   Alan estimated about 165 directories were left to distribute.

3. Who do you now see as the target audience for the Resource Directory?

   "I'm not too excited about that (the large Resource Directory)....The other directories (minidirectories) I have really enjoyed....People liked them. The big, blue one, you know, people will stick it up in the corner...I'll tell you what happens; I can go out to visit these people and you can always see that directory sitting up there and you know where it's at. It is up there in the corner with all the other stuff no one uses. So I don't get excited about that."

4. Have you made any progress reformatting the large Resource Directory into mini-directories?

   "No, I haven't made any progress -- but I am going to do some things on it. One...is a section on statewide residential services...(another) is an alphabetical listing of services in Region 20."

Activity 4

5. What has been done on updating and distributing...the summer camping mini-directory?

"Last year I updated it between about the middle of February and the middle of March, and then it was distributed in April...I'll do it about the same time (this year)."

Activity 5

6. ...the regional daycare center mini-directory?

"The same as the summer camping mini-directory."

(Note: TDMR's Licensing Branch is submitting a proposal to TDMR adminsitration to do daycare directory statewide with Alan as a paid consultant.)

7. Which directory is more important to you and what questions ought Evaluation Services ask of the directories' users?

"I'd like to have you do the one on daycare...Because I don't really know what has happened...I'd love to know where they are using it. There are some things I would like to see different in it. I wonder it it's a useful tool in the community. I'm interested if parents have found the information reliable...are they (day care directors) giving parents a different message than they gave us? I'd also like to know if the agencies, e.g., MHMR and DMR are using it...I'd love to see some concrete stuff where parents have said yeah, that's right, it helped me..."

8. By the way -- you mentioned a mini-directory on services for the older (high school age) handicapped -- this activity was not in the proposal; what is the status?

"It is something I wanted to do, because I think it is an invaluable tool... I've done it and distributed it...I have already given out about 400 of them."

"Let me tell you something else that I have thought about doing. You know, what I think would be really neat is to do a directory on programs that do tutoring. Go in and just survey them right quickly and do a little blurb on them, maybe eight to ten lines,...just...kind of itemizing what they do, what their fees are, and have this available for parents when they call... I've got all these little things that I would like to do, but resource directory updating gets in my way."

Activity 1

9. Could you show me your documentation supporting that previously surveyed resources are being updated according to TEA priorities?

There are approximately 200 resources on the system. Between July 1, 1981 and December 15, 1981 eight resources were updated and paperwork completed. Another seven were updated and paperwork not completed yet. TEA has no number that must be updated each year; the consultant felt he would be updating about 100.

According to the consultant, resources are being updated in accordance with TEA proprities; however, this information wasn't available. The consultant will be coding the priority(ies) on the printout so this can be determined in the next site visit.

The consultant does not view updating as a high priority; but still sees somewhat more needing to be done both in terms of conducting updates and documenting this.

Activity 2

10. Could you show me a list of new resources, the dates identified, and the dates surveyed? (criteria = within two weeks)

Since July 1, 1981 two new resources were identified and both updated within two weeks -- the Meadows Youth Alternative Program (found 10/20/81 and surveyed 10/30/81) and Las Palmas Respite Care (found 12/1/81 and surveyed 12/1/81). A third new resource was just identified.

The consultant's explanation for the decrease in new resources found (11 from January ⟶ June vs. 3 from July ⟶ December) was possible funding cuts with few new programs opening. He sees more being identified when "Snelson Bill" money flows.

11. Could you show me the numbers for the first two quarters of 1981-82 on the TEA report reflecting use of the Resource System?

(The average number of requests for Resource Identification information for 1980-81 was about 20 per quarter for first three quarters, with about 60 additional requests in the last quarter, probably a result of distributing the two mini-directories.)

The first quarter of 1981-82 saw 39 requests, with about 50% coming from parents/guardians.

Source	N
Parental	19
Medical	6
LEAs	4
ESCs	4
Other	6

The second quarter saw 32 requests with another week to go.

12. One strength mentioned by your supervisors has been your ability to get meaningfully involved on various boards of agencies. Would you describe this?

"(The San Antonio Coalition for Children, Youth, and Families [SACCYF])...is the major emphasis....(it is) a group of people interested in kind of cooperatively serving kids that are handicapped...twelve members...the real core...six agencies: MHMR, ESC-20, Avance, Brighton School, Kenwood Community Center, and SAC...What they are wanting to do is to provide a network...so if they get a referral and they can't serve it...if they don't know of a place they will call me. If they know of a place, they will just by-pass me..."

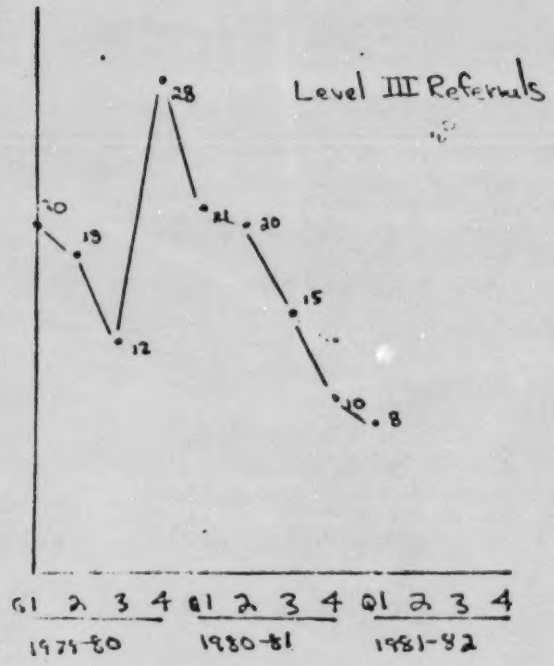
"Also, Nancy Toelle and I are going to put out a mini two page kind of descriptor of what 0-3 programs in the region have and distribute it to all those people and (say) if you need additional stuff, just call me."

The SACCYF is writing a proposal with SACCYF serving as fiscal agent to providing a networking and referral service. The consultant, representing ESC-20, is actually involved in this endeavor.

13. Who, in your judgment, is responsible for the development of <u>interagency agreements</u> and who ought to be responsible?

"Rodd."

The consultant agreed, however, that the responsibility was delegated to him and he was actually doing it.



1. Comment on the relationship between public awareness and the data.

"I think the public is becoming less aware of Child Find...a lot of people are amazed to find out that Child Find is still in existence...When I go out to the different communities and agencies one of the things I hear quite often...(is) how do you contact Region 20? And if you can't get in touch with Region 20, how do you get in touch with Child Find? What we've done...(brochures, visiting agencies, Community Resource Fairs) is a real good start, but I don't think we should stop with that...it would be nice in the yellow pages just to have a little ad in there on Child Find."

"Do you know where I get a whole lot of my referrals?...from the SACCYF. And the best way to have some kind of public awareness is to be out there in the community relating with people as much as you can."

2. (See Public Awareness Activities Log sheets)

3. In your judgment, are we doing enough with Spanish-language public awareness?

"That is hard to say. Rita has done some real excellent stuff. We got a whole bunch of referrals right at the first of the year when we did our big PR push, from the stuff she put in two different Mexican-American newspapers... A lot of them say...I've got a kid in Mexico, how do we get services? There is always room to do more things for the Mexican-American community. Rita has some excellent contacts."

Activity 3

4. What is the status of the adaptation of the State ECE-H slide-tape presentation?

The consultant has not started on this yet. It is due the end of March, but *"it is really pretty much in place...just a few slides that need to be changed and adapted."*

Activity 4

5. Will the two mini-directories (camping, daycare), when updated, be accompanied by Spanish and English newspaper and electronic media publicity?

"Yes."

6. How is the "special emphasis on the 0 to 5" being approached in our public awareness activities?

"I don't remember who put (in the proposal the words) 'special emphasis'. It's primarily the daycare directory, the networking that we've been doing on the 0 to 3 through the Shelson Bill,...in updating the number one priority is on ECE-H resources; it's not really a concentrated emphasis, it's these few things we're doing."

PUBLIC AWARENESS ACTIVITIES LOG

EVENTS WHERE PUBLIC AWARENESS WAS A PRIMARY PURPOSE

Primary Audience(s) Educators Medical Prof. Parent Groups General Public Spanish speaking Parents of 0-5 (Identify roles within audience)	N	Date	Event Media (Brief Description)	Supporting Documentation (Title) (Brief Description) (Where filed)	Criteria 1. Services of Child Find/Serve 2. Purposes of Child Find/Serve 3. Toll-free # for referrals 4. Child Identification 5. Student Assessment 6. Placement & LRE 7. FAPE 8. Procedural Safeguards
.General Public .Parents of 0-3 (specific reference)	?	7/22/81	Print PSA "Do you know a handicapped child?" • One page, about 300 word article • Very well written. • Specifically states "Follow-up is conducted to make certain your child is receiving proper services." • No mention of the inappropriately served, only unserved.	(a) Sent to Express, News, the Light, and five community weeklies. (b) Documentation in project files was examined by Evaluation Services. (c) Only one record of an actual insertion; September 3, 1981 Northside Recorder.	1, 2, 3, 4, & 7 addressed
.Spanish speaking	?	7/28/81	Print PSA "¿Sabe usted de un niño incapucitado?" Same text as above except in Spanish	(a) Sent to La Camera News El Visitante Dominical (b) Documentation in project files was examined by Evaluation Services (c) No record of actual insertions.	1, 2, 3, 4, & 7 addressed
.General Public .Spanish speaking	?	7/22/81 & 7/28/81	TV/radio PSA • Three sentences, about 65 words • Well written • No mention of the inappropriately served, only unserved.	(a) Sent to at least 3 and as many as 7 Spanish radio stations and about 18 other radio stations. Also five TV outlets including KWEX. (b) Documentation in project files was examined by Evaluation Services. (c) No record of actual insertions.	3, 4, & 7 addressed

PUBLIC AWARENESS ACTIVITIES LOG

Primary Audience(s) Educators Medical Prof. Parent Groups General Public Spanish speaking Parents of 0-5 (Specify roles within audience)	#	Date	Event/Media (Brief Description)	Supporting Documentation (Title) (Brief Description) (Where filed)	Criteria 1. Services of Child Find/Serve 2. Purposes of Child Find/Serve 3. Toll-free # for referrals 4. Child Identification 5. Student Assessment 6. Placement & LRE 7. FAPE 8. Procedural Safeguards
.Educators .General Public .Spanish speaking	5000	Ongoing	Child Find/Serve Brochure . One page brochure printed in both English and Spanish (about 300 words) . Very well-written . Beautiful graphics . Mentions unserved and underserved . Specifically states "Follow-up is conducted to make certain the child is receiving proper services."	Already documented: 50 to each of 19 other ESCs Generally 5 each to each of 107 resource agencies Planned: (1) All physicians -- Alan has list (2) Some parent support groups - Alan has list (3) Distribute at various functions, e.g., TSTA (4) All principals via PSD Brainstormed Possibilities (* = more probable) *(1) Consultant pass out at workshops *(2) Public libraries (3) Grocery and convenience stores *(4) PTAs (5) Laundromats *(6) Churches (being done) *(7) Non-public schools *(8) DMR Food Stamp recipients (test market) (9) S.W. Bell bills (test market)	1, 2, 3, & 6 referenced 4 not specifically referenced 5, 7, & 8 not referenced

PUBLIC AWARENESS ACTIVITIES LOG

...ary Audience(s) ...ucators ...dical Prof. ...arent Groups ...eneral Public ...panish speaking ...arents of 0-5 ...dify roles ...in audience)	N	Date	Event/Media (Brief Description)	Supporting Documentation (Title) (Brief Description) (Where filed)	Criteria 1. Services of Child Find/Serve 2. Purposes of Child Find/Serve 3. Toll-free # for referrals 4. Child Identification 5. Student Assessment 6. Placement & LRE 7. FAPE 8. Procedural Safeguards
.Educators	2000	Ongoing	Special Education Brochure . One paragraph in the one-page brochure on ESC-20 Special Education Services is devoted to Child Find/Serve. . Beautiful graphics and layout . Mentions unserved and inappropriately served . Paragraph reads: "This program includes referral of unserved and inappropriately served handicapped students. It also includes identification on resources for the handicapped, family services, coordination of the Special Education Management System, and assistance with PL 94-142 applications, reports and compliance. Contact: Rodd Purswell"	Not examined yet	1 is addressed

PUBLIC AWARENESS ACTIVITIES LOG
EVENTS WHERE PUBLIC AWARENESS WAS A SECONDARY PURPOSE

. . . Audience(s) . . . tors . . . al Prof. . . . t Groups . . . al Public . . . ish speaking . . . ents of 0-5 . . . roles . . . audience)	N	Date	Event/Media (Brief Description)	Supporting Documentation (Title) (Brief Description) (Where filed)	Criteria 1. Services of Child Find/Serve 2. Purposes of Child Find/Serve 3. Toll-free # for referrals 4. Child Identification 5. Student Assessment 6. Placement & LRE 7. FAPE 8. Procedural Safeguards
.Parent Group	8	8/29/81	PR presentation to Easter Seals group	Note on log referencing date and stating mini-directory, parent rights, and resources covered. According to consultant's statement Child Find/Serve definitely discussed.	Unknown
.Educators -- South San ISD	24	8/26/81	Community Resources Workshop 2 one-hour sessions	Nothing indicates specific reference to public awareness. According to consultant's statement Child Find/Serve definitely discussed.	Unknown
.Parent Group	?	9/22/81	Moderator for a meeting of SA chapter of National Society for Autistic Children "Special Programs for the Autistic Child in SA"	Letter of commendation from State president Joe Bradley -- no specific reference to public awareness. According to consultant's statement Child Find/Serve definitely discussed.	Unknown
.Educators -- Counselors	?	10/28/81	Counselor Share Fair "drop in" to ESC-20 Conference Center. Alan had a table.	Site visit conducted by Stan Drezek. Observed was nicely arranged table, resource directories (both large and mini), and Child Find/Serve brochures.	NA
.Educators -- Teachers	?		TSTA Community Resource Fair Thirty-five community agencies were represented at TSTA meeting.	Objectives do not reference public awareness, but according to consultant he had a table with directories and brochures.	Unknown

The Daycare Minidirectory

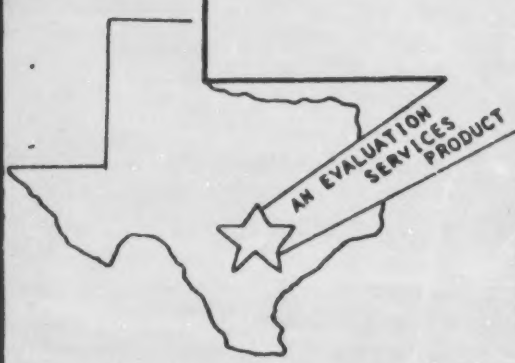
INTERIM EVALUATION REPORT:

Evaluation Staff Preparing Report:

Stan Drezek
Senior Evaluation Manager

Alma Leeder
Secretary

Judy Spencer
Secretary



For information on this and other evaluation services available contact Alan L. Roecks,

EVALUATION SERVICES
EDUCATION SERVICE CENTER -- REGION 20
1314 Hines Avenue
San Antonio, Texas 78208
512/271-7611

A sub-objective to the Resource Identification objective in Child Find/Serve calls for 60% of resource directory recipients finding the directories useful. This year the Daycare, Educational Programs, and Support Groups for the Young Handicapped Child minidirectory was selected by the program staff as a priority for an evaluation study on directory use. Fifteen of 17 (88%) directors of Bexar County daycare centers interviewed wanted to be listed in the minidirectory again. Evaluation Services estimated about 17 students would be placed because of the minidirectory.

EVALUATION FINDINGS

Based on telephone interviews with a random sample of 17 of 36 San Antonio* daycare center directors listed in the minidirectory, debriefing the interviewer, and a review of the directory itself:

- Approximately 90% of the directors know about the guide. Sixty-five percent have a copy; however, the copies were "way down at the bottom of a whole lot of stuff".
- About 30% of the directors said parents did visit because of the guide...across 36 centers an estimated 17 students would be placed because of the guide according to center directors.
- In general, the centers really appear interested in the mildly handicapped only; some even exclude mildly ED.
- Only 10% of the centers did not want to be listed in the update.
- There are enough points in evaluation's review of the guide to suggest minor editing and/or format changes.

PROJECT STAFF RESPONSE

The consultant was most interested in the review of the guide; he could incorporate many of the suggestions in the revision. His next highest concern was with increasing the impact of the guide. "I'm glad the directors were aware of it...I'd like to have it more available, though...I'd like to have a higher percentage of centers visited because of the guide...but I'm pretty content with knowing handicapped students were placed because of the guide. I think it has proved to be a valuable tool that parents have been able to use."

FURTHER EVALUATION FINDINGS

Evaluation Services did brief ten minute interviews with about half-a-dozen key special educators knowledgeable about community resources available to young handicapped children. The result of these interviews was a list of about forty agencies/persons to consider distributing the minidirectory to, in priority order.

*Head Start, out-of-town, and certain other centers were not included in the sample.

PROJECT STAFF RESPONSE

Yes, my "big deal" is going to be distribution. I have used many of the suggestions in your review of the guide in revising the guide. In fact, next year I want your reviews more than the interview data. But in terms of distribution this year, I think I'm going to rely on your list to expand my distribution. I'm going to block out some days and make the rounds...take it personally to places. Having the list really helped.

SUBSTANTIATING DOCUMENTATION/ATTACHMENTS

1. Interview Results
2. Brainstormed Distribution List
3. Review of Daycare Minidirectory
4. Interviewer Debriefing

Name of Center Contact Person Telephone Number	Do you want to be in update? Yes/No	Do you know what Guide? Yes/No	Do you have a copy Yes/No	How many parents visited because of Guide? (estimate)	No. Handicapped Children Enrolled because of Guide?	Comments
	Yes	Yes	Yes	5	3*	When re-listing in the Guide, please note no emotionally disturbed children accepted.
	No	Yes	No	-	-	Not equipped to handle handicapped children of any kind. Just not interested.
	Yes	Yes	Yes	-	-	Takes children to 4 years of age. One mother contacted them thru MHMR -- was 9 years of age and too severely retarded for them to handle. Has one child in braces and a one-armed child. Is very interested in serving handicapped children.
	Yes	Yes	Yes	-	-	To be specified in the Guide: does not accept emotionally handicapped or severely retarded children. Will accept physically handicapped.
	Yes	Yes	Yes	Unsure		Contacted by several agencies such as MHMR, but don't know if this is directly because of the Guide. Take mildly handicapped children. From 0-2 (Baby Room) will take most any handicap.

153

Notes:
*Would not release names of children enrolled without first getting approval from the parents.

Name of Center Contact Person Telephone Number	Do you want to be in update? Yes/No	Do you know what Guide? Yes/No	Do you have a copy Yes/No	How many parents visited because of Guide? (estimate)	No. Handicapped Children Enrolled because of Guide?	Comments
	Yes	Yes	Yes	2	1*	Would like Program Director, , also mentioned in the Guide. Only serve mildly handicapped children.
	Yes	No	No	n/a		Mildly handicapped only.
	Yes	Yes	Yes	1**		Mildly handicapped only.
	Yes	Yes	Yes	2 or 3	3	Do take some severe cases. One parent saw the Guide and then recommended the Center to another parent. (Didn't talk to so did not get names and telephone numbers -- receptionist gave information.)
	Yes	Unsure		-	-	Is very willing to accept handicapped children and is very interested in getting the word out.
	Yes	No	No	-	-	Takes mildly handicapped children. is no longer with them.

Notes:
*Did not have list of handicapped child enrolled available.
**Was unsure if this child came because of the Guide.

Name of Center Contact Person Telephone Number	Do you want to be in update? Yes/No	Do you know what Guide? Yes/No	Do you have a copy Yes/No	How many parents visited because of Guide? (estimate)	No. Handicapped Children Enrolled because of Guide?	Comments
	Yes (all 5)	Yes	No	1 called 1 visited (referred by physician)	1	
	Yes	Yes	Yes	-	-	Just the mildly handicapped child. No emotionally disturbed or Autistic children.
	Yes	Yes	No	-	-	Will accept handicapped children, although not equipped for the severely handicapped. is a new director and knew nothing of the Guide but was interested.
	No	Yes	Yes	-	-	Takes only hearing impaired. Is not interested in the Guide.
	Yes	Yes	Yes	?	-	Has been contacted by a lot of parents but not sure if it was because of the Guide. Takes babies who are mildly handicapped.
	Yes	Yes	Yes	-	-	

Brainstormed Distribution List[a]

Media

Major article in Express and/or Light
PSAs to TV or radio stations
***Community newspapers

Medical Community

***Doctors who see a lot of the young handicapped kids (Rutman, Seals, Wilkins, Davis, Yount, Mims, Mumma, Komet, Lowe)
Pediatricians
Family Practice doctors
Hospitals including, especially, military hospitals
Audiologists
Ophthalmologists
*High-Risk Infant Clinics at the Green
Texas Health Department's satellite offices
Immunization offices
*Birth Defects Clinic at Santa Rosa
*Dr. Chris Johnson at Wilford Hall
*CCD (Crippled Children)

***Parent Groups (e.g., Up With Downs, Caring and Sharing, etc.)

***Schools (perhaps in addition to 19 special education directors send directly to such campuses as Cardenas, Japhet, etc., e.g., the special education campuses -- and/or ECE-H teachers)

Non-Public Schools (e.g., Cresthaven, Mission Road, CLC, Sunshine Cottage,...)

Helping agencies parents would turn to (excluding family service agencies)

***Easter Seals
***Childrens Habilitation Center
S.A. State School
**Drexell St. MHMR Child Development Center
***DHR Daycare office which takes calls of people looking for daycare (in person)
TCB and TCD
City of San Antonio Handicapped Access Office
Emmanuel Center (Catholic Archdiocese Office for Disabled Persons)
Bexar County MHMR

[a]Evaluation Services polled Nancy Toelle, Rita Villalpando, Dennis Dildy, Wendy Drezek, Britt Zuflacht, Jay Alexander, and the evaluator; unfortunately Louise Scanlon could not be reached. The more *s the greater likelihood, in the evaluator's judgment, that this area should be considered.

Family Service Agencies

*Young Family Resource Center
***United Way
***Catholic Family & Children's Services
Jewish Family Services
Various adoption agencies, including Buckner Benevolent Society
**Family Service Association of S.A.

Other Agencies

***SACCYF
SAILS
COPS
Public housing offices
***Public Library reference librarians
*S.B. 630 funded agency
Social Security Agency

Other Ideas

***Go through local interdenominational ministerial alliance to get announcements in church bulletins
***Go through any PTA council to have it announced to all PTAs

**Distribute to daycare centers not taking handicapped children as referral guide
***Make it a part of the ECI referral process
Distribute it through local social worker group
Distribute it to S.A. OTs
Pharmacies (e.g., HEB on West and South sides of S.A.)
Lawyers
Police Community Relations Office

Stan's Notes from Reviewing the Daycare Minidirectory

1. Title on cover seems a bit "busy" -- hard to focus on critical information.

2. Preface page is somewhat drab. Could we make it more inviting? more encouraging? folks who use it to call us and tell us their experiences?

3. Section III: Perhaps by organizing by alphabetical order by type of handicap -- and perhaps giving even a one sentence purpose, the information would be more useable???

4. Section II: The introductory page -- might want to mention the ages (on September 1st) that handicapped children can be served and the fact that VH & HI & DB can be served earlier -- or is this changing?

5. Section II: The introductory page -- do we want to mention Advocacy Incorporated in a way that implies ESC-20 or State endorsement of their services or where such an implication can easily be inferred?

6. Section II: The introductory page -- does the last sentence mean to a reader that those not listed are not quality? What was the criteria for inclusion?

7. Section II: Autistic Treatment Center -- is it written objectively? First sentence implies a positive bias not found in other capsule write-ups.

8. Section II: South Texas Children's Habilitation Center -- is paragraph on NISD necessary?

9. Section II: CLC -- which is the real director -- Gordon or Salerno?

10. Section II: Easter Seals -- again why NISD reference?

11. Section II: two separate listings for Harry Jersig Center. Combine?

12. Section II as a whole: do we want to standardize listing? (see sample page as an example)

13. Section II as a whole: shouldn't we mention each special education program and person to contact?

14. Section I: can we assume the approximately 270 centers that did not respond did not accept any handicaps? If we are thinking this minidirectory is important, ought we to be more vigorous in obtaining referrals on centers which do accept the handicapped?

15. Symbol system for wheelchair accessibility, transportation, and summer program worked.

16. Should we group centers by Northside, Westside, Eastside -- rather than alphabetic? Zip code, map idea was great.

17. Listing for Happy Day and St. John Berchmans -- how could they take moderate but not mild?

18. Would something like the table below help reader get an overview, that moderate handicaps unless in the VH/HI area might be especially hard to find, but mildly handicapped slots, unless ED, might be pretty easy to find?

Physically Handicapped	71%	11%
Mentally Impaired	80%	14%
Emotionally Handicapped	63%	11%
Visually or Hearing Handicapped	89%	26%

Note: Two centers indicating they would take all moderate handicaps, but no mild, were assumed to take mild as well.

19. I thought the comments section, when supplied, was particularly helpful.

San Antonio's Private Schools

Map Number	School Name & Address	Students	Enrollment	Curriculum Emphases	TEA Accredited	Special Admission Requirements	1982-83 Tuition	Student-Teacher Ratio
1	Antonian College Preparatory School 6425 West Ave. 344-9265	Boys 9-12 Day	225	— Catholic — College prep	Yes	— Teachers' recommendations — Must study religion	$1,225 E, W	1:20
2	Autistic Treatment Center 518 Pike Place 824-5618	Coed Age 4-15 Day, B	20	— Language & self-help — Behavior control	No	— Autistic behavior — Evaluation	$8,400 D, R, Y, T	1:3
3	Bethesda Christian Institute 2210 Basse Rd. 341-2425	Coed K-8 Day	120	— Christian — Academic	No	— Achievement test	$695 Y	1:15
4	Blessed Hope Academy 13430 West Ave. 494-3517	Coed K-12 Day	250	— Christian — Academic	No	— Interview — Attitude: sincere desire to attend	$900 A, B	1:12
5	Blessed Sacrament Academy 1135 Mission Rd. 532-4731	Girls 6-12 Day	225	— Christian — College prep — Vocational	Yes	— Transcripts	$500 B, W	1:20
6	Blessed Sacrament Parish School 600 Oblate 824-3381	Coed K-8 Day, T	270	— Catholic — Academic	Yes	— Transcripts — Average to above-average students	$395 B, D	1:27
7	Castle Hills First Baptist School & Kindergarten 2220 NW Military Dr. 342-9857	Coed K-6 Day	280	— Christian — Academic	No *	— Application form	$1,105 B	1:20
8	Central Catholic High School 1403 N. St. Mary's 225-6794	Boys 9-12 Day	809	— Catholic — College prep	Yes	— Eighth grade transcripts — Placement test	$940 S, W, Y	1:18
9	Christ the King School 2620 Perez 432-7651	Coed 1-8 Day, T	244	— Religious — Academic	Yes	— Application form	$380 D	1:30
10	Christian Heritage Schools Inc. 703 Trafalgar 349-3282	Coed K-6 Day	220	— Christian — Academic	Yes	— Screening & testing	$1,335 B, E	1:18

LEGEND

Students
B = Boarding available
H = Runaway halfway house
T = Transportation provided

Tuition
A = Alternative payment negotiable
B = Includes books & fees
D = Family discounts
E = 1982-83 tuition estimate
R = Boarding extra
S = Scholarships, grants or loans
T = 12-mo. school year
W = Work-study available
Y = 1981-82 tuition

TEA ACCREDITED
* Plans in progress

INTERVIEW BETWEEN EVALUATION SERVICES AND

PERSON DOING DAYCARE MINIDIRECTORY INTERVIEWS

Evaluation Services: When we have a person do an interview study we really learn a lot from their experiences doing the study. People have lots of thoughts about how things could be better just by talking to other people. What we wanted you to do was to tell us the thoughts that came to you in the course of doing the interviews.

Interviewee: *I thought if the daycare minidirectory was distributed to pediatricians, where people would take their children to be examined, then parents could pick up the Guide and read it, and they could find a place that would take that particular type of handicapped child. I really think in the Guide, if you'd have the room and the space for it, it would be good to put in there that they take all types of handicaps, or just the mildly handicapped, or the autistic, or whatever. Because when you don't, and they call a place and the place can't take them, parents get discouraged and the child is kept at home and doesn't get any education at all.*

Evaluation Services: In the Guide, they do try to list whether they take mildly handicapped.

Interviewee: *Oh, they do.**

Evaluation Services: Yes, but it sounds like it might have been a real problem and they might not have been as explicit as needed to be. In looking through the interviews with you, it looked like the directors were very clear as to what they would take and what they would not take. Could you tell me a little bit about the kinds of handicaps in general that they were saying they would or would not take?

Interviewee: *It was generally the autistic and the severely retarded that they would not take.*

Evaluation Services: Did they also include severely emotionally disturbed among those they would not take?

Interviewee: *Yes, they did.*

Evaluation Services: The impression I got was that they were only interested in the mildly handicapped. Is that correct?

Interviewee: *Nearly all of them were willing to take the mildly handicapped.*

Evaluation Services: Did you get any feeling for how in general they felt about having such a Guide? They idea of there being a Guide?

*Note: Interviewee was severely visually handicapped and not able to read daycare minidirectory.

Interviewee: *As a rule, they thought it was a good idea, but most of them had not got any responses from it. And some of them, even though they knew they had a Guide and they knew what the Guide was, did not know if they were listed in it.*

Evaluation Services: What are some of the things that you would want to tell the project manager that he ought to do differently based on your experiences? If you had the opportunity to tell him.

Interviewee: *I don't know what the project manager can do differently. But I do see a need for places that would take children who are emotionally disturbed, because they need their education too. And those kids are not being served by anyone.*

Evaluation Services: Realizing that we can't as an institution set up such a place, what, in terms of the kind of information that we are providing in the directory, or the way we go about it, could the person who is putting out the directory, Alan Axtell, do better?

Interviewee: *I don't really know because I have not read the Guide myself.*

Evaluation Services: What about what the directors said?

Interviewee: *Most of them said that they liked it. Most of them would tell me when I asked if they had a copy, the answer would be yes, but it is way down at the bottom of a whole lot of stuff. Just like something that is being stashed away and nobody knows anything about it.*

cc: Alma Leeder
Alan Roecks
Stan Drezek (UED File)

SEMS

Region 20 school personnel will receive technical assistance and training in the implementation of the Special Education Management System (SEMS) from the Consultant for Data Management.

Form 119

1981-82
Child Find/Serve
SEMS

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO Rodd Purswell

FROM Stan Drezek

SUBJECT: SEMS

DATE: May 21, 1982

SEMS CONSULTANT MEETS USERS' NEEDS.

Results of a recent survey of SEMS users give our ESC-20 SEMS consultant top ratings. His availability and helpfulness to the districts were cited by the districts.

DISTRICTS NOT ON SEMS SHOW INTEREST

The same survey identified six special education programs not on SEMS wanting further information and contacts to determine if they are interested.

THE NEXT STEP

The Coordinator of Special Education, appropriate Data Processing staff, and the SEMS consultant will "be reviewing the total situation with respect to SEMS -- especially the effect of the new funding formula on services which can be provided."

SD:js

cc: Arturo Luis Gutierrez
Patti Myers
Robert Herrera
Pat Wasson
Paula Gardiner
Alan Axtell
Stan Drezek (Project Files)

SEMS. This objective calls for school personnel to receive technical assistance and training in SEMS -- the special education management system. Nine of ESC-20's nineteen special education programs participanted in SEMS this year; however, these are the largest programs, together accounting for an estimated 75% of ESC-20 special education students. Eight of the nine programs receiving assistance rated the consultant very helpful -- the top rating. This rating was substantiated in written supportive comments.

EVALUATION FINDINGS

The SEMS consultant is perceived as "very helpful" -- the top rating by eight of the nine special education programs on SEMS. The written comments of the users most frequently mention the consultant's availability (e.g., "He has always been available for consultations...always returns calls and responds quickly...") and helpfulness (e.g.,...has gone out of his way to assist us in maintaining a very complicated system.") Two of the nine programs indicated a need for involvement or meetings on SEMS.

RESPONSE OF PROJECT STAFF

The SEMS consultant sees being available and helpful as "doing my job." If anything, he would like to be doing more for the districts -- expedite their data processing and reporting. He sees himself as the interface between the districts, TEA, and Data Processing. However, anytime you have to cut across agency and division lines it is difficult. This is especially true when trying to coordinate users' meetings. If the ESC-20 Data Processing representative cannot attend the meeting, any decisions made by the users might get vetoed by Data Processing at a later date. The SEMS consultant would like to see Data Processing involve a cross section of users' (small, medium and large) districts in their meetings. This, he feels, will result in a better management system for all.

EVALUATION FINDINGS

Three of the nine special education programs on SEMS experienced problems with the amount of clerical time required. This was the only problem mentioned by more than one program.

RESPONSE OF PROJECT STAFF

It does take a tremendous amount of clerical time, especially to begin with. Also, if there is a high turnover in clerical staff, retraining takes a long time. Can you imagine going through 2000 cases to figure out who is who? I think districts need to stabalize the SEMS clerical role. If TEA is going to spend hundreds of thousands of dollars on SEMS, some upgrading in status and compensation of SEMS clerks is necessary. The quality of the SEMS data depends on this role. I intend to bring this as a recommendation to TEA in our next meeting.

EVALUATION FINDINGS	Six of the ten programs not on SEMS want to be contacted about SEMS.
RESPONSE OF PROJECT STAFF	I have to be careful here. The funding has gone from $1.50 (per error-free record) for new districts and $1.20 for districts on their second or subsequent year to a flat rate of $1.33. This will become effective September 1, 1982. The TEA has been providing input and output documents at no cost to the districts. But with the $1.33 we are now supposed to be able to provide input and output documents, keypunch cost, DP, paper,... I do not want to quote districts a price and come back later and say, "It's going to cost you more." I will be discussing the best way to proceed on these requests with the Coordinator of Special Education.

Table 1

Quality of Technical Assistance

"Check the phrase which best describes the quality of assistance your special education program has received from Robert Herrera, our SEMS interface."

Responses	Number of Responses
Don't know	0
Inadequate	0
Barely adequate	1
Meets my needs	0
Very helpful	8

Table 2

Verbatim Comments on the Quality of SEMS Assistance

"He has always been available for consultation. Has been very helpful answering questions and solving small problems. Always returns calls and responds quickly with solutions."

"Mr. Herrera provided assistance when called and spent much time assisting with the early implementation. He is accommodating and very pleasant. He understands the system and has been helpful in interpretation of the process."

"(1) He is very helpful and cooperative. (2) Available when needed."

"Robert is always available to answer questions. He listens to our suggestions and generally tries to improve the system to help us meet our needs."

"Robert has always been very accommodating and has gone out of his way to assist us in maintaining a very complicated system."

"Robert is helpful when called upon for assistance. Though we feel that inservice training in system procedures is definitely needed. We would like to be inserviced on changes in procedures when they occur, not after the fact."

"Robert is always very cooperative and gives assistance in an efficient and timely manner. We are very pleased with his responses to our needs."

"Barely adequate, because we've received little notice on meetings where decisions/changes made affected us. We'd like input. When Robert goes to meetings with TEA I feel he may not be representing all the SEMS users -- we've had minimal contact with Robert."

Table 3

Verbatim Comments on How SEMS Helped you Run your Special Education Program

"Class lists, attendance,...accurate records, easy to retrieve statistical information for planning."

"Allows us to verify students in special education, most importantly produces our Federal and State reports, and verifies data is accurate and non-missing which we could not do with old paper system, though it has meant having a disseminator role inputing data on each of 40 campuses. Also, we can do rosters, etc., easily which we could not do -- also encourages LEAs to use data and put on our own additional data. We've gone beyond SEMS and added in appraisal data."

"We think it will be helpful. Implementation has been difficult. Staff training is a problem due to personnel changes -- a second problem has been the coordination of ADA reports with SEMS. Efforts are underway to bring these problems under control."

"(1) Upgraded eligibility folders. (2) Personnel more aware of requirements. (3) Improved accuracy of count."

"Provides up to data listings of enrolled pupils; cuts time of preparation of special reports."

"Reporting (P.L. 95-561, P.L. 94-142, ASR); tracking of students requiring 3-year assessments; annual review; monitoring of program's identification of 12% of student population."

"Even though SEMS prints out our reports, we are still having to manually check over records to make sure they are accurate, which is very time consuming. We do not yet fully trust the system because of all the errors that are appearing -- not all of these errors are made by us, some are keypunch."

"(a) Speeds up reports and provides good documentation for them. (b) Quicker access to some student information. (c) Provides good management tools for department."

"(1) Statistical reports. (2) Record keeping -- list by handicap, etc. (3) Serves as a checking system and verification of district records."

"Assisted in controlling re-evaluations, annual reviews, statistical reports. This has eliminated errors and released personnel to do other tasks."

Table 4

Problems Experienced by SEMS Users

Problem	Frequency
SEMS takes too much time from my instructional staff	1
We get our information too late	1
We get too much information	0
We really don't know enough to get all we can from SEMS	0
Others not on instrument:	
Not really set up for a large district	1
Coordination is a problem...shortage of students listed on SEMS when compared to class lists	1
Requires tremendous amount of clerical time	3
Need place for local information on an optional basis	1
It would be helpful to have periodic meetings of personnel involved with SEMS	1
A more complete overall view of system would be helpful	1

Table 5

Responses of Special Education Programs NOT on SEMS

Program	Response
Want to be contacted	
Alamo Heights	visit; sample output and cost data
Eagle Pass	sample output and cost data; arrange to see how SEMS has helped others
Floresville (Cluster XVII)	visit; sample output and cost data
Harlandale (Cluster IV)	visit
Hondo	visit; sample output and cost data
Pleasanton (Cluster XVI)	visit
Do not want to be contacted	
Carrizo Springs (Cluster V)	"able to do our reports very easily... don't have to have the extra help..."
Fort Sam (Military Cluster)	"Coop Board of Managers not interested"
Pearsall (Cluster XII)	"Our SERS aide can do it all"
Southwest	"Need money for other things"

Education Service Center
Region 20

1314 Hines Avenue
San Antonio, Texas 78208

Administrative Offices
(512) 271-7611
Data Processing Center
(512) 224-0716
Instructional Services
(512) 828-3551
Instructional Media Center
(512) 225-8663

March 5, 1982

Dear Special Education Director,

We would like you to tell us, briefly, about your experiences on the Special Education Management System (SEMS). If your special education program is not on SEMS, we would like to know your 1982-83 plans. *SEMS can produce your Annual Statistical Report and P.L. 94-142 report for you, among other things.*

A quick, painless way to provide us with this information is attached. Would you take just a moment and respond? Those of you on SEMS may want to have your SEMS contact person provide additional information on the response sheet.

Thank you so much.

Sincerely,

Patti Myers
Coordinator of Special Education

Attachment

PM:SD:js

• AN EQUAL OPPORTUNITY EMPLOYER •

PLEASE COMPLETE THIS TOP SECTION IF ON SEMS. RETURN IN ATTACHED ENVELOPE.

SPECIAL EDUCATION PROGRAM
(fiscal agent)_____

SEMS CONTACT_____

1. How has SEMS helped you run your special education program?

2. Check the phrase which best describes the quality of assistance your special education program has received from Robert Herrera, our SEMS interface.

☐ Don't know ☐ Inadequate ☐ Meets my needs ☐ Very helpful

Why did you rate it this way? What's the basis for your rating?

3. Check any problems you've experienced and add any not listed.

☐ SEMS takes too much time from my instructional staff.
☐ We get our information too late.
☐ We get too much information.
☐ We really don't know enough to get all we can from SEMS.
☐ _____
☐ _____

PLEASE COMPLETE THIS SECTION IF NOT ON SEMS. RETURN IN ATTACHED ENVELOPE.

SPECIAL EDUCATION PROGRAM
(fiscal agent)_____

1. Do you want to be contacted about getting on SEMS for 1982-83?

☐ Yes ☐ No ☐ Unsure

2. Why have you not seen SEMS as being in your interest?

3. Would any of these actions on our part assist you in considering SEMS?

☐ Visit me and show me how it will help me
☐ Arrange for me to talk/see how SEMS has helped others
☐ Bring me sample output and cost data
☐ _____

INTERAGENCY AGREEMENTS

Education Service Center, Region 20 will serve as liaison and interface among school districts and other service providers for the development of interagency agreements and cooperation in the delivery of services to handicapped students.

Education Service Center
Region 20

1314 Hines Avenue
San Antonio, Texas 78208

Administrative Offices
(512) 271-7611
Data Processing Center
(512) 224-0736
Instructional Services
(512) 828-3551
Instructional Media Center
(512) 225-8663

January 13, 1982

Interagency Agreement

Education Service Center, Region 20, and the San Antonio Coalition of Children Youth and Families (SACCYF) in a spirit of mutual cooperation agree to work together in order that services for handicapped children in Bexar County and outlying areas be better coordinated.

The Special Education Component (Child Find/Serve) will provide:

1. Information on community resources within the Region 20 area;

2. Refer unserved or underserved handicapped children to appropriate school district or agency and will conduct follow-up to make certain appropriate services were received.

The San Antonio Coalition of Children, Youth, and Families will:

1. Take primary responsibility for the project's development and coordination;

2. Make appropriate referrals of unserved and underserved handicapped children to the Child Find/Serve component of the Education Service Center, Region 20.

Dwain M. Estes
Executive Director

Mary E. Taylor
Executive Director

DME:ARA:rea

• AN EQUAL OPPORTUNITY EMPLOYER •

SAN ANTONIO COALITION FOR CHILDREN, YOUTH AND FAMILIES

SAN ANTONIO, TEXAS 782 5
(512) 224-7507

BOARD OF DIRECTORS
DALE A. WOOD, M.D.
CHAIRMAN
REBA STONECIPHER
CO-CHAIRMAN
KENNETH D. LEEDS, J.D.
TREASURER
CAROLYN WALLACE, M.A.
SECRETARY

DON HOWE, M.D.
JOSEPHINE ARREDONDO HOLDEN, PH.D.
ROBERTO JIMENEZ, M.D.
KEN C. KRAMER, PH.D.
CAPT. ROY C. NICKELL, A.C.S.W.
RICK REPOSA, M.S.W.
VELIA ROCHA, M.S.W.
GLORIA G. RODRIGUEZ
JANICE M. SPIKES, R.N., PH.D.
CAROL F. WHITE, M.S.W.
E. GORDON WHYTE, M.A., M.H.A.

EXECUTIVE DIRECTOR
MARY E. TAYLOR

January 11, 1982

Patti Myers, Ph.D.
Education Service Center, Region XX
1550 N.E. Loop 410
San Antonio, Texas 78209

Dear Dr. Myers,

As Executive Director of the San Antonio Coalition for Children, Youth and Families, I would like to express my appreciation for the contribution of the Education Service Center, Region 20 over the past year.

As you know, the Coalition has been actively seeking funds for the implementation of an interagency coalition and public awareness effort that will significantly increase the availability and effectiveness of habilitation services to children ages 0-3. Presently, this coalition is made up of a number of agencies throughout San Antonio, one of which is the Education Service Center. Both Alan Axtell and Steve DeRosa have been extremely valuable in the planning and development of the interagency coalition and coordination. Without their assistance, these developments would have been much more difficult.

Recently, members of the Parenting Education Task Force of the Coalition for Children, Youth and Families met with officials of the Texas Developmental Disabilities program in Austin. They were very receptive to the concept of interagency coordination and cooperation. Funding possibilities are bright. The resources and expertise of the Child Find staff, and Alan Axtell in particular, have been and will continue to be a vital instrument in the development of the interagency coalition and public awareness effort. We are looking forward to a productive and beneficial year as we work together to meet the needs of handicapped children in Bexar County and outlying areas.

Very truly yours,

Mary E. Taylor
Executive Director

EARLY CHILDHOOD SERVICE PROVIDERS

AGREEMENT

The purpose of this agreement is to formalize the performance of the agreed-upon activities by Early Childhood Service Providers (hereinafter ECSP) in order to work toward improved coordination efforts in the provision of Early Childhood Intervention services in Bexar County. In order to facilitate a more coordinated and comprehensive system of provision of Early Childhood Intervention services in Bexar County, each ECSP agrees to perform or participate in the following activities:

1. Early Childhood Service Providers meetings shall be conducted at least quarterly at ECSP facilities. Meetings shall include, but not be limited to, representatives of each of the ECSPs. Quarterly meetings shall include, but not be limited to, discussion of Early Childhood Service program activities, service gaps, future plans, and information sharing.

2. Information sharing and service coordination shall include, but not be limited to, execution of Qualified Service Organization Agreements (QSOAs) by ECSPs and notification of pertinent client case reviews between QSOA service providers.

If at any time other service providers desire to participate in said Agreement, the Agreement shall become effective upon execution by the service provider.

This agreement may be terminated on the part of any ECSP upon written notice to each of the other signers of the Agreement. The Agreement shall terminate at the expiration of one year from its effective date, but it may be extended, terminated or amended by mutual agreement in writing.

AGREEING AGENCIES

BEXAR COUNTY MENTAL HEALTH/MENTAL RETARDATION

[illegible]
[illegible] Director — TITLE
1/15/82 — DATE

BRIGHTON SCHOOL

[illegible]
Executive Director — TITLE
1-15-82 — DATE

EASTER SEALS

[illegible]
[illegible] Director — TITLE
1/15/82 — DATE

PARENT EDUCATION EARLY INTERVENTION PROGRAM

Sonya H. Maseuler
Director — TITLE
1/15/82 — DATE

SOUTH TEXAS CHILDREN'S HABILITATION CENTER

Kathie C Meredith
Exec Dir — TITLE
1/15/82 — DATE

AGREEING AGENCIES (CONTD.)

EDUCATION SERVICE CENTER REGION 20

Irwin M. Estes

Executive Director — TITLE

3-5-82 — DATE

FAMILY LIAISON

At least 30 students, their parents and/or their educators will be provided family liaison, consultative, and counseling services each year. A minimum of 20 students will receive more appropriate services.

Form 119

EDUCATION SERVICE CENTER, REGION 20

INTEROFFICE COMMUNICATION

TO: Rodd Purswell

FROM: Stan Drezek

SUBJECT: Family Services Specialist role

DATE: May 7, 1982

The data suggest two questions you might want to discuss with program staff:

1. Given the loss of about two days a week in case management resources with the elimination of this role, the growing popularity of the ACES project which could further diminish case management resources, and the Family Specialist's recommendations -- how can the available personnel resources best be employed to maximize the effectiveness of the case management system?

2. Is there any way to increase the support (especially interpersonal support) to teachers of Child Find/Serve referred cases now that neither on-site visits by the referral specialists nor family liaison services are available?

SD:js

cc: Patti Myers
Rodd Purswell
Rita Villalpando
Paula Gardiner
Pat Wasson
Robert Herrera
Alan Axtell
Stan Drezek (Project Files)
Stan Drezek (UED)

Family Services. This objective calls for at least 30 students, their parents, and/or their educators receiving family liaison services with 30 students receiving more appropriate services. In a three month sample period 20 cases were receiving family liaison services; therefore, more than 40 would have been served for the year. Because the position of Family Specialist could not be funded for 1982-83, interviews to judge the appropriateness of service were not conducted and resources were directed toward other higher priority evaluation tasks.

EVALUATION FINDINGS

The Family Specialist documents about seven hours per week in face-to-face contact with parents, students, and/or educators on "cases" involving the need for her liaison services. Last year about eight hours per week were documented. A "typical week" might involve contacts with five parents, one to two students, and two to three educators. About once a month she conducts a parent meeting serving about 15 educators. On occasion she conducts a general workshop. On the 1981-82 Priority Needs Assessment, both special education teachers and support staff placed Family Liaison services as a top need; special education directors did not -- for directors this was a low priority.

PROJECT STAFF RESPONSE

The data sounds right. What is most important about the Family Specialist role is reducing teacher burnout. Through this role teachers have a person to confide in and to bring back information from the home to help them decide if the situation can or cannot be improved. They have support information, and someone to listen to them. I feel teachers feel relieved and supported by my efforts.

EVALUATION FINDINGS

In addition to the seven hours documented in liaison services, the Family Specialist documents about 15.5 hours in case management work which mainly involves getting information to and from school districts and other agencies about Child Find/Serve cases. Last year about 13 hours were on case management.

PROJECT STAFF RESPONSE

This is a problem area. I would recommend we develop a Case Management system with definite assignments of case responsibilities and monthly review of case loads and case disposition. This area takes an incredible amount of time because we have more than one person knowledgeable about a case and people are in so infrequently -- it takes weeks to get something done. Also, the districts, perhaps because we don't have interpersonal interaction, take a long time responding to our requests for information. We don't have an effective case management system and, unless we do, this area will continue to be a problem.

EVALUATION FINDINGS

The Family Specialist's Weekly Activity Report documents districts served but not clients' names. There were no formal case files on clients served by name with written contact reports. However, from her records for the three month period, 20 students being served could be identified. For most of those students, the Family Specialist had a clear idea of the presenting problem and the broad goal of her intervention.

PROJECT STAFF RESPONSE

The Family Specialist and evaluator cooperatively developed the Family Liaison, Consultative, and Counseling Services Form to document case work. This form included a Family Services Activities Checklist to describe specifically the nature of services provided. However, because this position was not going to be funded for next year, the evaluator and Family Specialist decided there was no point in using the form, since the data could not lead to program change.

The Family Specialist thought there could be a need for this type of progress reporting system in the future. Since the teacher, the parent, and she all felt satisfied about most cases, there really was not a major need this year. Furthermore, she was reluctant to document too many specifics, since many cases contained a lot of confidential and delicate issues. She did not want parents or schools to be in a position to access her records and use them against one another.

Three Month Sample Period of Family Specialist Documented Time

Week	Clients Served: Non-Workshop: parents	Clients Served: Non-Workshop: students	Clients Served: Non-Workshop: educators	Clients Served: Workshop	Case Management involving contact with clients	Other Case Management Time	Travel	Planning (Non-CM)	Staff Meeting	Leave	Other	Total Time
9/8	61	1	2	15 parents	7.0	6.3	6.1	11.8	0	0	1.0	32.2[a]
9/14	8	3	1		7.7	10.5	10.4	1.0	5	8.0	0.3	42.9
9/21	2	1	4		5.3	12.0	5.2	9.8	0	8.0	0	40.3
9/28	4	1	0		6.2	23.8	5.8	4.0	0	0	0	39.8
10/5	2	0	0		2.0	9.2	4.8	0	0	24.0	0	40.0
10/12	5	2	0		8.6	9.5	6.1	0	0	1.0	8.0	33.2
10/19	3	1	5		7.0	21.8	6.7	2.0	0	0	0	37.5
10/26	6	2	3	15 parents	8.0	17.0	4.5	0	0	3.5	3.5	36.5
11/2	7	1	1		7.0	20.5	7.0	0	0	0	4.5	39.0
11/9	8	2	0	15 educators	11.2	11.0	7.4	3.0	0	6.0	1.5	40.1
11/16	3	3	3	15 parents	5.0	26.9	5.6	2.0	0	0.5	1.5	41.5
11/23	5	1	8		7.5	7.7	6.3	3.5	0	0	0	25.0[b]

Notes: [a]four day week

[b]three day week

1981-82
Child Find/Serve
Family Services

FAMILY LIAISON, CONSULTATIVE, COUNSELING SERVICES

1. Who (person/agency) was the source of the referral?

2. What was the reason for the referral?

3. What do (did) you see as your objective in working with this case? If the school district's objective is different, state how.

4. Using the page attached, circle all the category, content area, and strategy designations which apply; then describe the nature of the services you rendered.

5. How successful were you in achieving your objective?

6. What background factors influenced your successfulness/lack of successfulness?

7. Could you honestly say this client will be receiving more appropriate services because of your intervention -- why? why not?

FAMILY SERVICES ACTIVITIES CHECKLIST*

General Categories:

I. Consultative Assistance
II. Counseling
III. Liaison

Content Areas:

a. Behavior management
b. Classroom management
c. Self-help skills
d. IEP implementation/modification
e. Curricular development/modification
f. Placement/transition
g. Parental acceptance/awareness
h. Other related services: medical, OT, PT, speech, appraisal, etc.
i. Initial probing
j. Progress assessment
k. Other

Strategy:

(1) Direct parent contact
(2) Direct pupil/family contact
(3) Direct teacher contact
(4) Direct pupil/teacher contact
(5) Parent-teacher meeting
(6) Telephone conference
(7) ARD meeting
(8) Transportation to agency
(9) Contact with other agency
(10) Pick up and delivery of materials
(11) Other

*Describe the nature of your services. (First, check who you're directly serving.)

_____Student _____Mother _____Father _____Guardian _____Relative

_____Educator (_____)

How documented (case notes)?